

Te Mātārere # 4

Talei Roimata Morrison

4 /11/1975- 16/06/2018



**Te mamae me te pōuri nui e ngau kino nei. E te tuahine
hāere ra!**



Talei spent six years teaching at Rotorua Girls' High School, Annette Joyce spoke at Talei's funeral saying, "Anything was possible for Talei".

E rau rangatira ma, koutou kua tae mai nei ka mihi kou atu ahau.
Anei, oku whakaaro ki a Talei.

Today, my love and sympathy goes out to all Talei's family and thank you for enabling us to be part of this incredible celebration of the life of Talei Morrison.

Speaking today, for me, is one of the most meaningful occasions in my life, and I will forever treasure the opportunity.

Just over 15 years ago, as the Principal of RGHS, I welcomed Talei into the school, as a Year 1 teacher. Talei was watched over by her cousin Wai, who was already teaching with us. She was also fortunate to be mentored for two years by our Deputy Principal, Mahoka Gardiner, and our kapahaka group was tutored by her aunt, Taini Morrison. So the seeds for success were sown and matured. Within six years, Talei had become our (and New Zealand's) very first Director of Maori Achievement. She was also one of 8 Heads of Faculty – for the Marautanga Faculty. In those six years, our Maori achievement results kept improving year by year. But let me tell you how Talei described that time in her own words.

"In the six years that I was at RGHS, many seeds were planted for me in terms of raising Maori Achievement. Trying different things to engage students, with the introduction of Maori Performing Arts as a curriculum area, making MPA, Te Reo and Hakareke compulsory for Year 9 students, extending Kahui Rangatahi and Maori Assemblies, getting staff on board with Te Kotahitanga, engaging families with whanau hui, building a kitchen in the school where, organising extra lunchtime and after school study classes, changing the framework of the school to ensure there was a strong Maori voice at the leadership level with the Director of Maori Achievement position, and bringing all of the Maori Focussed Learning Areas together within the Marautanga Faculty".

As well, Talei continued with her regular teaching and tutoring of the Kapahaka teams.

So in the six years from 2003 to 2008, Talei had moved from being a Year 1 teacher to being an integral part of our Middle Management Team. She had developed her dream to be an integral part of raising Maori Achievement levels. In this very short time span, Talei achieved so much, as a teacher and as an education professional. She was truly a shooting star.

From 2009 onwards, Talei lived and worked in Hamilton, advancing her career through university papers and research, in addition to teaching and working for the Ministry of Education.

In these past nine years, Talei has become a household name in New Zealand for her kapahaka skills and then after being diagnosed with cervical cancer, for her incredible development of the “Smear My Mea” campaign.

She still referred to those six years at RGHS as “the backbone of my current pedagogy and practice”. She also talked about her ultimate goal “to put my shoes under your desk”. Talei had all the knowledge and skills necessary for that and until very recently, she was firmly focussed on achieving a principal position.

At RGHS we had 10 two letter words. “If it is to be, it is up to me”. Talei took these words and lived her life by them.

In everything she did, Talei was always ready for a laugh and she also had an eye for a bargain. On our first overseas trip to China, I well remember her staggering out of a department store with a big black plastic rubbish bag filled with many pairs of the most fashionable sports shoes – “for the whanau” she said - and showed me all the paper foot prints she had. Maybe you were one of the lucky recipients 15 years ago! I still don’t know how she got them all through customs but it was no problem to Talei.

And I also remember on that trip the pleasure she brought to hundreds of Chinese people when she organised our girls to perform kapahaka on the Great Wall of China and in a Memorial Park near Taiyuan. Anything was possible for Talei.

From her first days of teaching Talei mentored and befriended so many of her students - and staff - so it is a fitting testimony to see so many of her students gathered here over these past days.

Talei always had the ability to make our day brighter and to make us feel that the world was a happier place.

Now, we need to “put Talei on our shoulders” and take her with us as we go about our lives.

She has enriched our lives – so much. Now we need to show her that we can do the same - in her name.

Talei Morrison

Aue te mamoe, aue te pouri

Kia kaha. Tatou katoa.

Annette Joyce

Former Principal of Rotorua Girls High School

1998- 2013

SCHOOL CREST



- the crown is the symbol of loyalty to the Queen and to our country
- the rose, beautiful and elegant, symbolises care for our environment
- the lion shows strength and with paw outstretched is indicating friendship and peace in our school community
- the book represents knowledge and learning
- the kowhaiwhai pattern surrounding and encompassing these symbols represents the tangata whenua

Below is the Rotorua Girls' High School Strategic Overview and we welcome any feedback.

ROTORUA GIRLS HIGH SCHOOL


STRATEGIC OVERVIEW

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



STRATEGIC PRIORITIES

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

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

- Where power is **SHARED**
 - Learners have the right to self-determination
- Where **CULTURE COUNTS**
 - Learners bring who they are to their learning
- Where learning is **INTERACTIVE** and **DIALOGIC**
 - Learners speak and listen
- Where **CONNECTEDNESS** and **RELATIONSHIPS** are fundamental
 - Learners are valued
- Where there is a **COMMON VISION**
 - Learners experience **EXCELLENCE** in Education

“Crafting Future Leaders”

ROTORUA GIRLS HIGH SCHOOL



GRADUATE PROFILE

Is a citizen for this world

Is confident in her
languages, culture
and identity

Is strong and
proud in her
whakapapa to
RGHS

Puts service
before self

Is humble

Takes risks to achieve
excellence in all her
endeavours

Is resilient, empathetic,
respectful and acts
with integrity

Honours mana wahine and mana wairua

MANA MOKOPUNA

MANA-A-KURA

MANA TANGATA

MANA MATAURANGA

MANA TIKANGA

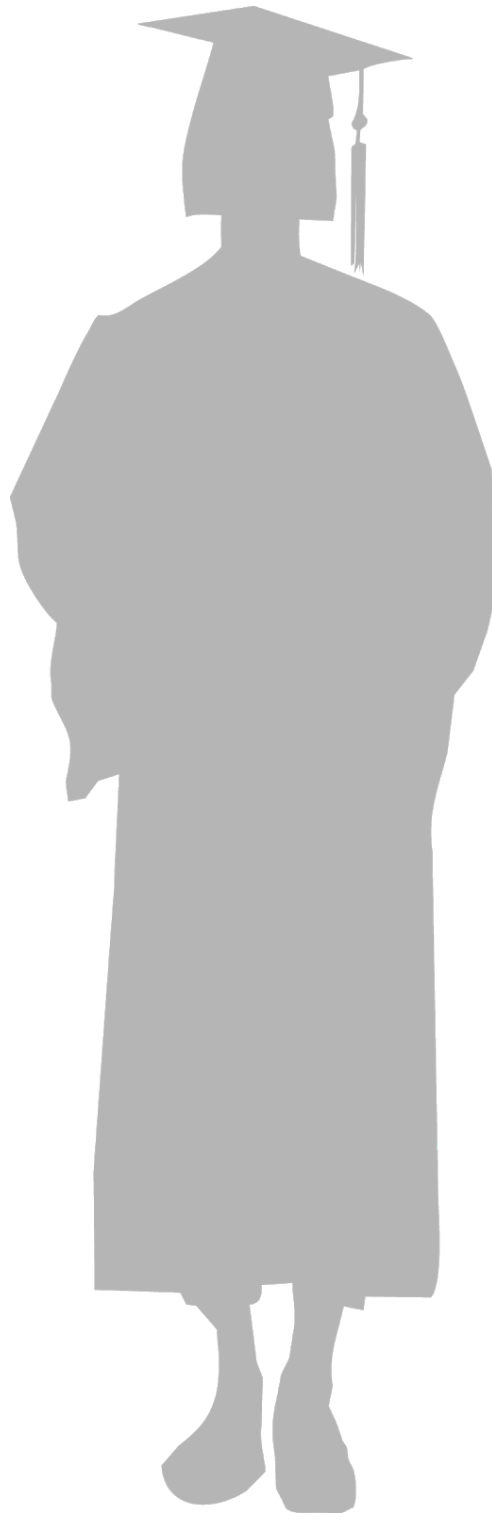
MANA REO

MANA WAIRUA

“Crafting Future Leaders”

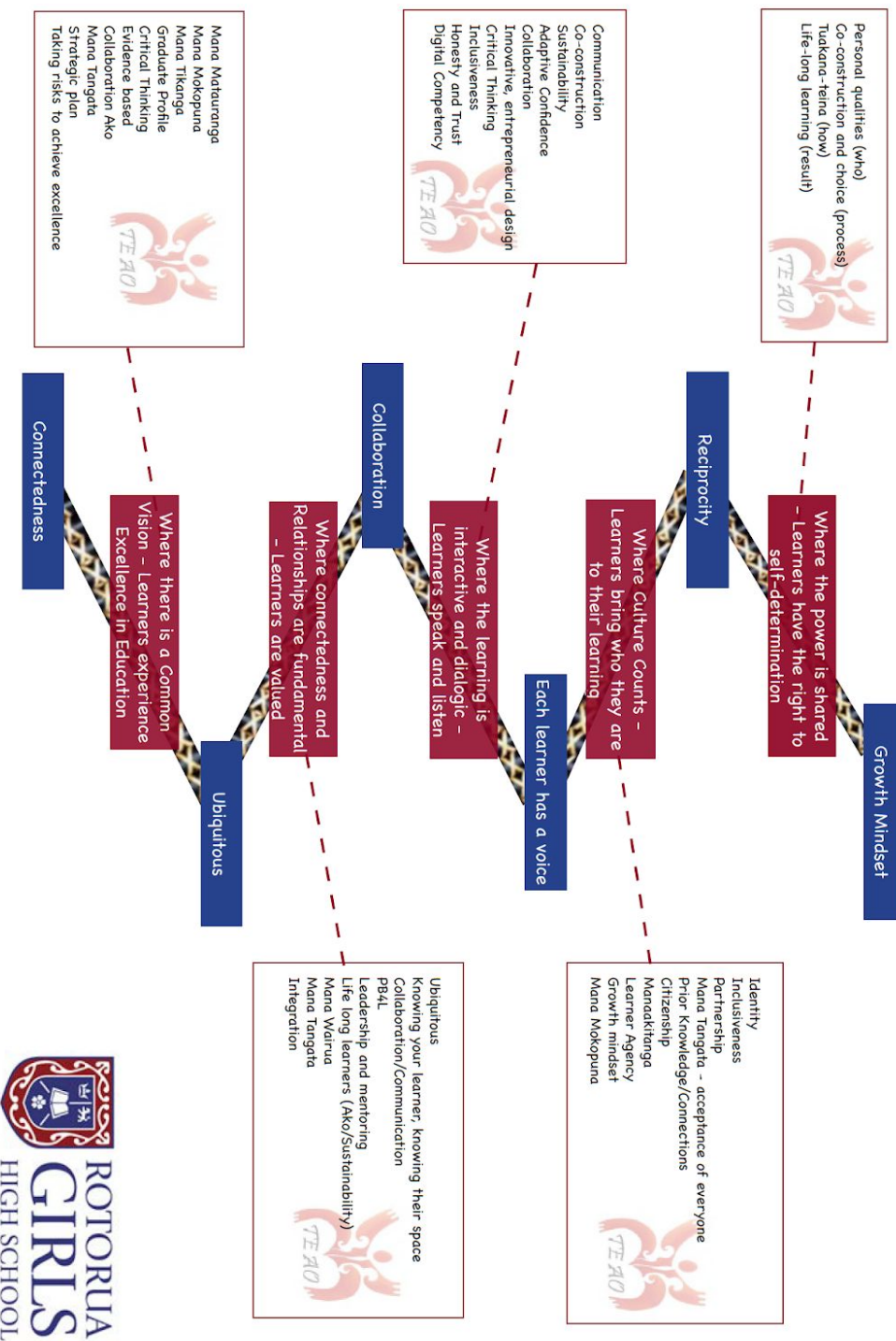
Rotorua Girls High School

Teacher Profile



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

Pedagogy for *Crafting Future Leaders* at Rotorua Girls High School



We continue to build our relationships with our learners through Culturally Responsive and Relational Pedagogy infused with Future Focused Learning Competencies and this will be the continued pathway forward in 2018.

Target 1 – Reading and Writing

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

Focus Year 9 and 10 Māori and Pacifica.

Reading:	Year 9 = shift 2 sub levels	Year 10 = shift 2 sub levels
Writing:	Year 9 = shift 2 sub levels	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 Pacifica.

Target 3 - Curriculum

By the end of 2018, 90% of Year 10 students will be working at Level 5 of the
New Zealand Curriculum.

1. 90% of targeted students working towards Level 3 and 4 upon enrolment will be working at Level 5 by the end of Year 10.
2. 90% of targeted Māori students working towards Level 3 and 4 upon enrolment will be working at Level 5 by the end of Year 10.
3. 90% of targeted Pasifika students working towards Level 3 and 4 upon enrolment will be working at Level 5 by the end of Year 10.

Target 4 - NCEA

Increase the percentage of students achieving NCEA:

Level 1: 90%	Level 2: 98%	Level 3: 92%
UE: 100% of students intending to go to University.		

Target 5 - 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 Pacifica)	For
	Level 2 Māori and Pacifica)	Merits and
	Level 3 Māori and Pacifica)	Excellences

Target 6 - Attendance

The average student attendance in 2018 will be 85%.

Focus: Year 9 Māori and Pacifica	Year 10	Māori and Pacifica	Years 11 – 13	All
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Across the Principal's Desk



Friday, 6 July 2018

Ka mihi kau atu ki a koutou katoa

Five years as Principal at RGHS...how time flies! It has been a remarkable journey. Last year we received an outstanding 2017 ERO report:

'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 and whanau and strong governance.'

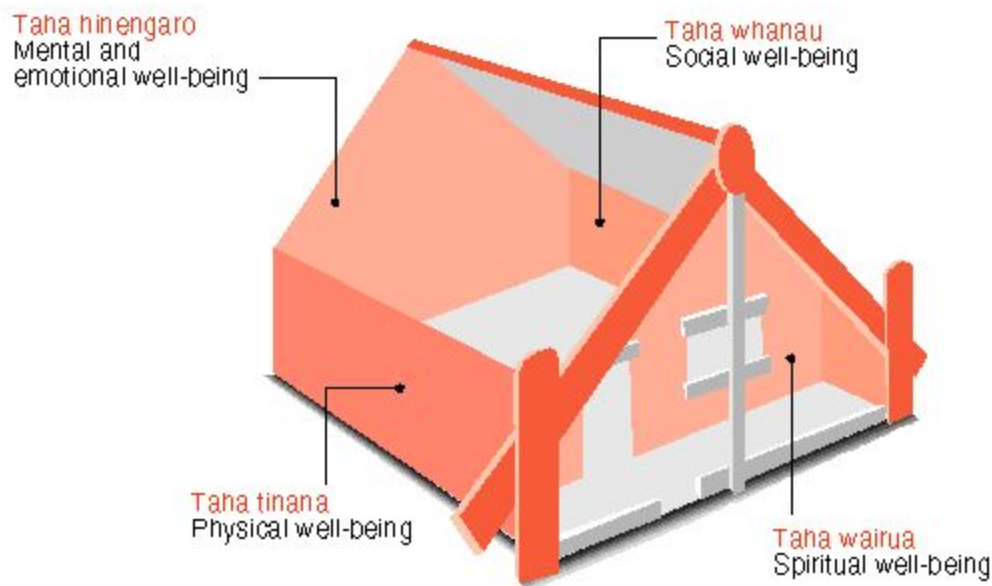
This report provided the stimulus to enter the Prime Minister's Excellence Awards, where we have been selected as finalists in two categories- Excellence in Teaching and Learning- Atatū Award and Excellence in Governing-Awatea Award.

Our student achievement has increased, school spirit has lifted, student voice is certainly stronger through different leadership groups and culturally responsive and relational pedagogy infused with future focussed competencies remains at the forefront of our teaching staff to ensure that the delivery of our curriculum is relevant and engaging. No matter how long a person has been teaching, there is always room for pedagogical improvement.

During my sabbatical, I attended the SPANZ Conference in Queenstown where Student Wellbeing was a hot topic. It is an area, that requires our 100% attention and was highlighted in a New Zealand Listener article titled 'Age of Anxiety' where a range of troubling statistics were shared. Included was discussion of a November 2017 Ministry of Health report that estimated 79,000 young New Zealanders are at high or very high risk of developing anxiety or depression. That figure had jumped from 58,000 in just one year and includes 12% of all young people aged 15-24. Anecdotally, here at RGHS we are experiencing an increase in the number of young women identified as being 'at risk' in terms of their wellbeing, or who present with some form of depression or mental illness. In support we ran a Hauora Day this term and we will continue to develop programmes to support the wellbeing of our young women.

Many of our students, who do well at RGHS, have clear boundaries at home with a set of values and morals that support their teenager's physical, social, mental and emotional and spiritual growth and development (hauora). Each of these four dimensions of hauora influences and supports the other.

Dr. Mason Durie's Whare Tapawha model compares hauora to the four walls of a whare. Each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side) and taha whānau(family). All four dimensions are necessary for strength and symmetry. (Adapted from Mason Durie's Whaiora: Māori Health Development, Auckland: Oxford University Press, 1994, page 70).



In my view, students need to find a balance between school/ life to feel good about themselves and to have a sense of fun amid busy life. This in turn fosters a positive attitude towards school, family, work and home.

Your daughters were not born knowing how to achieve this. Often the only way they learn, is to pick up ideas from role models. Initiating discussions at home is important. Building resilient and reflective dispositions in our students will be of great benefit to their hauora. Learning to take stock and reflect on how well they are progressing, is a habit well worth cultivating in our students, as well as ourselves, for a balanced life.

In today's society, where electronic means of communication such as texts, social networking sites, twitter, emails and mobiles, overshadow face to face interactions, we must be vigilant to ensure that students frequently engage in real conversations and activities with real people..

To our RGHS young women, remember we are living in an age in which change will be ever present. Embrace it; don't make excuses; back yourself; be proud of yourself; study and work hard, and

remember to always say thank you.

Our focus at Rotorua Girls' High School is not only to support the academic learning of our students, but to ensure that they also develop an awareness of their individual strengths and how to recognise and deal with the inevitable challenges that will come their way through life. Building skills, self-knowledge and resilience will be of value long after the subject-focused learning has stopped. Our aim is for every girl to flourish in their lives and our Strategic Priority #3- **'all students are supported emotionally, spiritually and physically'** is focused on the achievement of this goal.

As I write this fourth edition of Te Mātārere, I wish Raukura, every success in the National Secondary School's Kapa Haka competition, which is being held in Palmerston North this week. As they are the reigning champions -the pressure is on. However, the hours and hours of practice every weekend were clearly evident at last night's dress rehearsal. Special thanks to our RGHS staff, tutors- Whaea Laurelle and Michael Rurehe, manageress- Whaea Jaylene and from RBHS -tutors Jamis and Talitha Webster and manageress Rie Morris .It has been a sad term with the passing of Hori Kaiwai former RGHS Kaumatua and RBHS teacher and Talei Morrison former RGHS Teacher. Raukura's tribute to them both is beautiful and moved many of us to tears. Nga mihi nui also to Raukura's fantastic tautoko crew, the cooks, hair and makeup artists and parents who have supported them during this campaign. Whaea Aramoana and I look forward to joining the group for their performance on Tuesday July 3 at 1pm and then travelling with Deputy Head Girl Te Ao Leach to the Prime Minister's Excellence Awards at Parliament in Wellington.

Nga mihi nui ki a koutou to Noeline Finlay and her amazing young chefs who have worked hard this year, putting in long hours after school, in preparation for the Culinary Fare at Wintec on Thursday 5 and Friday 6 July. Special thanks also to Noeline for her outstanding service to RGHS as TIC of Hospitality, Head of Makereti House, Year 12 Dean and four years of service and participation in our CACTUS programme. We wish her all the best in her future career move where your expertise and skills will be well sought after.

As a busy term two draws to a close, the opportunity presents itself for students and staff to rest, relax and enjoy a slower pace of life for a few weeks before embarking on the solid learning requirements of term 3. The last 5 weeks has been a very focussed time of learning and assessment, so thank you for joining us in encouraging and supporting your daughters in their learning.

Thank you to all students and staff, who have been involved with extra -curricular activities this term.

I wish whānau/ families and their daughters a relaxing holiday break.

Ngā manaakitanga



Ally Gibbons
Tumuaki/Principal

NCEA – Have your say - Māu hei kōrero 28 May-16 September

Recently, I attended an NCEA Ambassador's meeting facilitated by Core Education .

NCEA was introduced into secondary schools over 15 years ago, and is an internationally recognised and respected qualification.

This year the Government is reviewing NCEA as part of the wider national Education Conversation | Kōrero Mātauranga. This gives us a powerful opportunity to explore ways to strengthen it to meet its full potential.

We all want our akonga to thrive at school and be prepared for life, work and future study, so it is very important that all of us engage in this Korero and there are many ways we can do this. Visit conversation.education.govt.nz/NCEA and have your say about the future of NCEA.

There are a number of surveys you can take part in. The Government wants to hear from thousands of people from a range of backgrounds, so are running complimentary workshops/hui across NZ that anyone can attend. To participate book online at

<https://e.core-ed.org/registration/nceahaveyoursayhamilton18#/900/4/start>.

I have included in Te Mataarere the 'Six Big Opportunities for NCEA' that have been produced in order to stimulate thinking and discussion about NCEA for the future.

Have a read, discuss with friends and family, join in the public workshop, then go online to have your say!

The future of NCEA

Tell us what NCEA means for your family and whānau

We all want our tamariki to thrive at school and be prepared for life, work and future study. Help us understand how NCEA can support our students on their learning journey.

The future of the National Certificates of Education Achievement (NCEA) belongs to all of us. NCEA was introduced between 2002 and 2004 and is our major secondary school qualification. Every year around 120,000 students gain an NCEA.

NCEA has three qualification levels - Level 1, Level 2 and Level 3. Most students achieve the three levels over three years during secondary school from Years 11 to 13 (usually age 16-18).

While NCEA is traditionally seen as a schooling qualification, many students gain NCEA in other settings, like tertiary education organisations, or in workplaces through industry training.

How is NCEA different from School Certificate and Bursary?

Before NCEA was introduced, students studied towards School Certificate, 6th Form Certificate and Bursary in their final three years of schooling. Exams were relied on heavily to assess student learning. A scaling system was used and a certain number of students could pass and move onto the next level. Today, NCEA is fairer, more flexible, and aims to give a fuller picture of what each young person knows and can do.

A recent study showed that even though most parents receive information about NCEA, nearly half of them feel it's not the right information. We've also heard a range of views from students and parents on the current levels of assessment. Some feel there's too much and others feel there's not enough. These are just some of the views raised and we know we need to hear from as many parents, whānau, and members of the community as we can. This support is key to the ongoing success of our young people. Help us understand what we can do better in the future. To take part in this conversation, you can share your experience, perspectives, and ideas about NCEA, both online and in person.

Visit conversation.education.govt.nz/NCEA



Kōrero Mātauranga
Me kōrero tātou

Join the conversation at conversation.education.govt.nz

We'd love to hear from you

Please tell us how you think NCEA can work better.

- ▷ What do you think is important for our young people to learn and be able to do?
- ▷ Tell us about your experience supporting or guiding your tamariki through NCEA.
- ▷ How could we improve NCEA so students can try different options without getting stuck?

Over 500,000 students in New Zealand will gain NCEA between 2020–2030

We want everyone - children, young people, parents, teachers, employers, iwi, families and whānau - to have a conversation about building not just a better education system, but the world's best. Because second best isn't good enough for our kids or for New Zealand.

Have your say about
the future of education.

#EdConvo18

#NCEAHaveYourSay

#NCEAReview

The future of NCEA

Six Big Opportunities for NCEA

NCEA was introduced into secondary schools over 15 years ago, and is an internationally recognised qualification. This year we have a powerful opportunity to explore ways to help NCEA to meet its full potential.

These Big Opportunities have been developed by a seven-member Ministerial Advisory Group. This group was selected from a range of different backgrounds to be innovative in their thinking and look for opportunities that would provoke, inspire, and encourage conversations around the qualification.

Big Opportunity 1

Creating space at NCEA Level 1 for powerful learning

NCEA Level 1 should give all New Zealanders the opportunity to become lifelong learners and develop the vital capabilities and attitudes needed for their future. To achieve this we could make NCEA Level 1 a 40 credit qualification with two components – 20 credits focused on literacy and numeracy, and 20 credits from a project. This could mean less time is spent on assessment and more on important and interesting learning.

Big Opportunity 2

Strengthen literacy and numeracy

Ensure students, employers and tertiary providers can be confident that students who have achieved an NCEA qualification have the levels of literacy and numeracy needed to be successful in life. This could include digital, civic and financial literacy.

Big Opportunity 3

Ensuring NCEA Levels 2 and 3 support good connections beyond schooling

Young people's learning beyond the classroom – through self-directed projects, extracurricular activities, community work, or employment, could be encouraged and recognised through NCEA. Levels 2 and 3 could include credits from a 'pathways opportunity' such as a research or community project, progress towards an out-of-school qualification, work placement or industry training.

Big Opportunity 4

Making it easier for teachers, schools, and kura to refocus on learning

Shifts in resourcing and support, moderation, expectations quality assurance and accountability could help teachers to design and deliver a range of high quality coherent courses drawn from across the curriculum. This would strengthen teaching practice, while reducing workload and stress.

Big Opportunity 5

Ensuring the Record of Achievement tells us about learners' capabilities

Redesign the Record of Achievement to let students demonstrate all their achievements, including academic, extracurricular and work experience. Family, employers or tertiary providers would be able to see clear information on a diverse range of achievements.

Big Opportunity 6

Dismantle the barriers to NCEA

NCEA should allow all students to achieve their full potential. Fairer assessment conditions, removing NCEA entry fees, and providing more teaching materials are some of the opportunities that could make NCEA more accessible for New Zealand students and teachers.



Tell us what you think

Come to our workshop in your region or jump online:

conversation.education.govt.nz/NCEA

Reminders.....

ATTENDANCE Target 2018 -85%

Attendance is an issue that I want to raise once more. We are concerned about erratic attendance for a number of students, which makes it very challenging to support them to achieve the goals that they seek. It is perhaps a statement of the obvious, but if girls are not in class, they are not accessing the learning that will enable them to succeed to their potential. During Term 1 we had 8% of students achieve 100% attendance, 17% of students achieve 95% and 20% of student achieve 90%. Overall we had 60% of our school cohort achieve our 85% attendance target for Term 1, clearly showing a need for students to refocus on their attendance to ensure academic success. A reminder to all that 'Attendance equals Achievement'. Parents and caregivers please support us by encouraging your daughter to improve her attendance.

While we are very clear that we do not want girls at school if they are unwell, we note that some girls find it difficult to get into the habit of attending school for five days a week, with their records of attendance routinely showing gaps. This concerns us, as our experience tells us that successful transitions beyond school are more challenging, when the habit of attending school on a routine full-time basis has not been established. Such students are also disadvantaged in progressing their learning, which in turn contributes to a continuing pattern of poor attendance.

Our pastoral team reports that we have some girls who get tired and find it hard to get themselves to school on time, or at all, on some days. We ask that you support your daughters to develop the habit of punctuality, as this is essential, not only for success here at school, but for future employability. We also ask that you support sufficient and regular sleep times for them by monitoring screen time. We find that some girls are sleep deprived and therefore not ready for learning, because they choose to spend time at night, when they need to be sleeping, on a device.

Thank you too, for ensuring that girls are on time for learning. Classes start each morning at 8.40am and we are sometimes faced with a long line of girls arriving late for learning. Late arrival in class not only means that the late student misses out on valuable class learning time; it impacts as well on the other students and the teacher.

We really need and appreciate all the support you can give to ensure your daughter is punctual each day. While we communicate frequently with families when we have attendance concerns, we invite any parent or caregiver who wishes to discuss attendance to contact your daughter's kaitiaki (Dean) so that we can work together on finding solutions.

Students will have been reviewing their progress and goals with their whanau/Kahui Ako Teacher over recent weeks and assessment catch up last week. That process, together with the teacher feedback

on your daughter's on-line reports will provide a solid basis for discussion at home on progress to date and what is needed in term 3, to achieve learning goals.

Students are halfway through their learning programmes for the year; for them it is especially important to take the opportunity to refocus, as strategies implemented now can certainly influence how their year's learning will end.

Uniform

Can I encourage you to take stock of your daughter's uniform. Most of our students wear their uniform with pride and they look fantastic. I know that some will argue that it shouldn't matter what shoes a student is wearing, or if they wear hoodies, or cover their uniform with a blanket, but the fact is, we have a uniform, with a number of options and choices to suit all. Wearing it well is part of our school culture. Not wearing it well, is saying, "I don't care" and that is not our culture. A few basics that we would appreciate your support with as we deal with 575 students:

Emergency Procedures

The School Emergency Plan is available for perusal at the Student Office or on our website.

In the case of a Civil Defence Emergency, the school will liaise with Civil Defence Headquarters.

- Students will be held at school until the "all clear" is given.
- Announcements will then be made via the School App, radio, Facebook and Twitter for parents to collect their daughters.
- Staff will be stationed at the gates to direct parents, who drive to school, to take their daughters home.
- Students going to the homes of others will require parental permission. On the enrolment form there is a space to nominate a person or persons, whom your daughter can be released to in the case of emergency. If you have not done so, or wish to update this information, please ask your daughter to hand this information [in written form] to the Student Office. This can be updated at the school office or by emailing: office@rghs.school.nz.
- Students, who are driving long distances, and depending on the situation (e.g. earthquake, flooding) will not be released until parental permission is obtained
- Bus students will remain at school until the buses arrive.
- Alternative accommodation will be organised by the school for those students who are stranded.
- Where it is necessary to evacuate the school before students can be collected, the students will be walked to an assembly area advised by the Police or Civil Defence.
- Parents will be advised by radio and a notice will be posted on .

Civil Defence Headquarters will also be able to tell you the location of the assembly area.

Please discuss with your family what to do in the case of an emergency. It is important that you establish a family plan, that includes actions that are to be taken in the event if you are unable to pick your daughter up following an emergency.

Complaints - Please see BOT Governance Policy Framework on our website

We want to do things well and get things right, so that we provide the best possible conditions for teaching and learning. We appreciate hearing from student(s) and parent(s) /whānau when you feel we have done well AND when you think something needs to be put right or improvements can be made. We ask that you contact us when you think that:

- Your daughter has not been treated satisfactorily, fairly, politely or to an acceptable standard.
- We have not done something we should have done or we have done something inappropriately.

Your daughter's Whānau /Kahui Ako and Year Level Dean are available to deal with any pastoral issues, such as issues with other students and relationships.

Her subject teacher and the Learning Leaders are available to discuss issues to do with progress teaching and learning programmes.

If required, the Senior Leadership Team (SLT) – which consists of the Deputy Principals and the Principal – are also available to meet with you to discuss these issues further (see Below for contact details).

Pastoral Network

Name	Position	Email address	Phone number: 07 3480156
Ally Gibbons	Principal	agibbons@rghs.school.nz	EXTN:

Aramoana Mohi-Maxwell	Deputy Principal Curriculum	amohi@rghs.school.nz	EXTN:
Raewyn Krammer	Deputy Principal Student support/ Assessment	rkrammer@rghs.school.nz	EXTN:
Karen Aldridge	Year 13 Dean	kaldridge@rghs.school.nz	EXTN:
Sarah Riley	Year 12 Dean	sriley@rghs.school.nz	EXTN: 221
Ngaire Tepania	Year 11 Dean	ntepania@rghs.school.nz	EXTN:

Janaye Biddle Kite	Year 10 Dean	jbiddle@rghs.school.nz	EXTN: 224
Jaylene Tamati	Year 9 Dean	jtamati@rghs.school.nz	EXTN:
Elizabeth Tai	Guidance Counsellor	etai@rghs.school.nz	EXTN: 245
Shirley Ticklepenny	School Nurse	sticklepenny@rghs.school.nz	EXTN: 246
Tina Sutherland	Attendance Advisor	tsutherland@rghs.school.nz	EXTN:

Pareunuora Pene: Head Girl, Prefect and a Young Achiever in 2017:

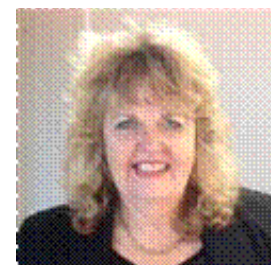


CONGRATULATIONS to Pareunuora Pene, our 2017 Head Girl, Young Achiever and Prefect for receiving a University of Tennessee, Chattanooga Scholarship to play Basketball. Pareunuora is excited to be playing in the highest Division 1 Basketball league in the United States. To achieve this goal Pareunuora has been attending American Basketball coaching sessions during Easter for a couple of years and as a result one of her coaches recommended her to the University of Tennessee.

During May this year Pareunuora was offered a full athletic Scholarship that covers her expenses such as: education, accommodation, and food. Pareunuora leaves for the United States during August this year.

We wish her every success as she continues her love for Basketball and we look forward to watching her progress with great interest.

Student Support and Principal's Nominee **Deputy Principal Raewyn Krammer**



NZQA Fees – Due September 2018:

These fees are collected at the school's accounts office on behalf of NZQA; they are for all internal and external credits. You will be advised by invoice as to how much you have to pay in NZQA fees. The last day for paying the fee at the school's accounts office is Monday, 3 September 2018. Candidates who fail to pay the fee by this date will have to pay the fee directly to NZQA before the 1 December 2018. If paid after this date a \$50.00 late fee will be charged for NCEA and Scholarship fees.

You are most welcome to make weekly or fortnightly payments through the school so that by the

time the fees are due in September your daughter's qualification fees are paid. If you are interested in doing this, please contact Ms Brenda Green at the accounts office.

Fees for Domestic Candidates:

Enrolment	Fee
Any number of NQF standards and up to 3 scholarship subjects	\$76.70 per candidate
Scholarship entries are now an additional cost as they are not included with your NCEA fee.	\$30.00 per paper

Fees for International Fee Paying Candidates:

Enrolment	Fee
Any number of NQF subjects	\$383.30 per candidate
Scholarship subjects (additional to NQF fees)	\$102.20 per subject

Financial Assistance:

Application forms for Financial Assistance are available from the school office. If you qualify for Financial Assistance, please fill in the application form and hand it in at the school's account office with the fee of \$20.00 per individual or \$30.00 maximum per family by Monday, 3 September 2018. For any further assistance or any queries, please contact Mrs Raewyn Krammer (Principal's Nominee NZQA).

NCEA Catch Up Week - held Monday, 25 June 2018 to Friday, 29 June 2018:

During Week 9 we held a NCEA Catch Up week for seniors. This week was very successful as it allowed students to catch up with any outstanding assessments during class time. As a result of this week we will not be running Holiday School these holidays. Please encourage your daughter to stay focused and to stay on top of her assessments to ensure she achieves NCEA at the end of the year. We also encourage students to use Google Classroom to find resources and to talk to their teachers .

From Across the Desks of the Year Level Deans ...

Year 13 Dean - Karen Aldridge

It is at this time of the year that we begin to reflect on our time at school and come to the realisation that our Year 13 students only have one whole term left with us. I have met with a number of students in the last term to look at their career pathways, as they look to their future after school. This is an extremely exciting time for our girls and for many students this means applying for university. There is a huge variety of courses girls can choose to attend all around New Zealand.

Scholarships for courses and accomodation are opening and access to these can be pursued through our Careers Advisor, Althea Oldham.

There have been a number of visits from various Universities in recent weeks and this provides a great opportunity for girls to hear about courses they have to offer and to ask questions about their prospective courses. Our Facebook page is always full of information about these events and is a good way of keeping up to date with future events in school or in the wider community.

It is our intention to meet with all of our Year 13 student in the coming month to ensure they are on track to ensure they meet their goals for 2019.

School Ball

The Ball committee has been meeting regularly each week to organise this year's ball. They have been looking at various venues and planning for this fabulous occasion. The date for this year's School Ball is the 13th October which falls in the next school holiday. Watch this space for more details.

Attendance

Attendance overall for Year 13 on average is 83% so just short of our school target of 85%. Each half term a raffle is drawn for a shared lunch. A raffle ticket is earned for each week of 100% attendance, so the more full weeks the better chance of winning. The winner for last half term was Aaliyah Maxwell. Well done Aaliyah.

Academic Achievement

By the end of Term 2 it is expected that all Year 13 students have a minimum of 40% of the credits needed to achieve Level Three, which is 44 credits in total. This includes 20 from Level Two.

The current statistics for Year 13 are as follows:

No. of students who <u>have achieved over 44 credits</u>	No. of students who <u>have not yet achieved over 44 credits</u>	No. of students who <u>have achieved below 30 credits</u>	No. of students who <u>have achieved Level Three</u>
41	52	16	5

I am proud of the achievements of Year 13 so far this year, and wish them well in their final full term at RGHS. Kia kaha and Happy holidays!!!!

Year 12 Dean - Sarah Riley



Terms One and Two have flown past and we are on the final stretch for the year 12 students second to last year at high school. At this point in the year the target for student achievement should be 44 credits at level 2 or above. We have three students that have already passed NCEA Level 2: Tayla Stone, Atera Apirana, and Christian Te Whare. Congratulations girls, your focus is now on striving for those excellence endorsements, Ka mau te wehi. Currently the achievement statistics for Year 12 are as follows:

No. of students in Year 12	No. of students that have attained NCEA Level 2 (passed with 80+ credits)	No. of students who <u>have</u> achieved 44-79 credits	No. of students who <u>have</u> achieved between 30-43 credits	No. of students who <u>have</u> achieved less than 30 credits	No. of students on alternative programmes not NCEA
80	3	44	22	6	5

Tino miharo kotiro ma. I am so proud of all the hard work that you are putting in. Keep striving for and reaching those stars.

We all know that achievement is linked to attendance and I am concerned with the year 12 average attendance is at 81.5 percent. The school target is 85% and there are a number of girls, 40 to be exact, that are falling below the 85% attendance target. Of these 40 girls, 15 students have also failed to reach the credit target set. This is an issue for you girls, if you are not here and are not meeting credit checks, then it is increasingly difficult to achieve at NCEA level 2. Attend everyday and take up every opportunity your teachers offer to catch up on missed assessments. There is no Holiday School, these term holidays, however, we saw with the NCEA catch up week in week 9 that the number of credit achieved increased significantly for a majority of the students who took up the opportunity.

At the completion of this week, you have effectively 14 weeks left of year 12. That is not much time and there are a number of things that you need to be thinking about. First and foremost, completing level 2 with at least 80 credits, and if you have passed, working towards endorsements. Secondly, leadership applications, and on this note Vaisahli Moraji, our current BOT Student Representative, would like to work with students who are interested in this position. Lastly, future career pathways. This is important to be thinking about as you need to look at it in relation to study, work, scholarships, and Level 3 attainment.

Year 11 Dean - Ngaire Tepania



Student Achievement

Firstly, I would like to acknowledge **Taruke Rangawhenua** for continuously giving everything she does, 100% effort and hard work. She leads our NCEA Level 1 journey as she has gained 94 credits, also attaining Level 1 Literacy and Numeracy at



Achievement Standard level, of those credits are 53 Excellence credits. Congratulations **Taruke**, you have worked amazingly hard, as you also enjoy moments of brilliance with Raukura and Netball for our school. He mihi aroha ki o matua me to whanau Taruke - Tau ke!

Year 11 students have been working steadily to ensure they are trying their very best to meet the credit checkpoint of 32 credits by the end of Term 2. Students have made huge adjustments from Year 10 Junior Certificate of Educational Achievement to NCEA Level 1, and in some cases working upwards for Level 2 & 3 as well. Students are constantly trying to find a balance that will suit their own way of learning. While also trying to fit in the Sporting or Performing Arts and Dance Extracurricular activities offered within school.

For our Year 11s, this means that at the moment, achievement statistics are as follows (these figures are changing each week):

	No. of students who <u>have</u> achieved over 32 credits	No. of students who <u>have not yet</u> achieved over 32 credits	No. of students who have achieved <u>below 20 credits</u>	Students in Alternative Education
Year 11 (103 students)	49	49	33	4

Senior Catch Up Week

Catch Up Week (Week 9 of Term) was put in place to allow students to follow up missed or not yet achieved assessments and work with teachers. The normal school timetable was collapsed and students were assigned to spend a whole day with each of their teachers according to each line of their timetable. This week was very well spent and students utilised their time very well. I had a chance to chat with some Year 11 students to see how they felt about Catch Up Week. This is what they said:

"I thought last week was really helpful because it gave us time to catch up, improve and continue school work. I enjoyed being in one class all day because it wasn't so hard to stay focussed. Also because we don't have to come back in the holidays. Maybe another time during the new Term would be good as well", says Humaria .

"It was a great idea to have a Catch Up Week as it's becoming quite crucial to have half of our total credits to pass the year on time", says Grace.

"We were able to re-submit work and catch up on classes recent activity", says Ashly.

"I enjoyed NCEA Catch Up Week since it gave us an opportunity to catch up and get late assessments done as well as having time to learn new things. In classes, we were all up to date", says Suzie.

"It was cool that we had the whole day with one teacher, I got a lot of work done", says Anipatene.

Year 12 2019 Uniform

Next year, we move into the formal uniform, which is pictured below:



Academic Excellence blazer.



Normal Year 12 Blazer

The Year 12 uniforms are compulsory for all students and are available for purchase from the New Zealand Uniform Shop (where all RGHS uniforms are stocked). All students must be wearing the full uniform at the start of **Term 1 2019**.

The NZ Uniform Shop are offering a package deal for **\$249** which includes the School Blazer, school long skirt and white blouse. Year 12 students must wear a maroon tie. Items sold individually are priced at:

Year 12 / 13 School Blazer	Sizes 6-30	\$ 165.00
Year 12 Blouse	Sizes 6-26	\$ 55.00
Year 12 Tie (Maroon)	one size fits all	\$ 28.00
Year 12 Skirt	Sizes 6-24	\$ 80.00

I would like to thank you all for all the hard mahi you have given this term and I look forward to next Term with you all. Please contact me if you need to discuss any queries or concerns you may have with your daughter. Have a lovely holiday and look after yourself and everyone around you.

Year 10 - Janaye Biddle-Kite



This particular group of students' continue to excel under the four cornerstones of Academic, Cultural, Arts, and Sports within our school. Many of them have already gained credits towards their NCEA programme at Level one, two, or three, and established themselves in groups or teams that I'm sure many of them will continue with in the following years.

Our academic focus this year is that each student will gain 80 credits and attain their JCEA Certificate (Junior Certificate of Educational Achievement). We are trying to increase the number of Merit and Excellence Endorsements and encourage learning, not credit farming. We are well on track to ensuring that we meet this target. With a 100% pass rate in 2017, we aim to achieve this again in 2018. Despite these goals, we need to understand that attendance equals achievement. If you are not attending school, you can't learn all that your teachers have set out for you.

I continue to look to these students to uphold our school TEAO values (The willingness to Learn, Engaging to Achieve, Always Shows Respect, and Offers to Serve) and be inspirational leaders for not only our younger year nine students, but our seniors students too. This means being at school ontime, in the correct uniform and focussed.

With the help of your teachers, whanau and our extended community, I continue to work alongside you all, to encourage your success and pursue your goals as year ten students'. Remember; always strive to be the best you can be, set goals and strive for personal success.

Please join our Facebook page: RGHS Year 10 2018 - for important and current information.

If you have any questions or concerns please contact me via email: jbiddle@rghs.school.nz or phone: **07 3480156** ext **224**.

Celebrating Academic Excellence

On Friday, 6 July we held an End of Term Assembly to celebrate Academic Excellence for Terms 1 and 2.

Congratulations to the following senior and junior students who have achieved academic Excellence in 4 or more subject areas during the last two terms:

Senior Students - Year 11, 12 and 13

First Name	Last Name	Level	Whanau	Area of Excellence
Shean	Aton	1	11WIT	English (2), Mathematics and Statistics (1), Physical Science (1)
Irem	Aydin	1	EVOL	English (3), Physical Education and Health (1)
Baylee	Earle	1	11WIT	English (3), Physical Education and Health (2), Physical Science (1)
Grace	McCarthy Sinclair	1	11MAK	English (3), Physical Science (1)

Khobi	Paretoa	1	11WIT	Physical Education and Health (3), English (3)
Taini	Paul Tomoana	1	11WIT	English (2), Mathematics and Statistics (3)
Te Waiwhakaata	Ratu	1	11MAK	English (1), Physical Education and Health (2), Mathematics and Statistics (2)
Jayda	Rossi-Baker	1	11WIT	English (1), Physical Education and Health (2), Mathematics and Statistics (1), Te Reo Maori (3), Physical Science (1)
Shay	Tahana	1	EVOL	English (3), Mathematics and Statistics (1), Physical Science (1)
Geraldine	Atchico	2	12TAI	Biology (1), Chemistry (1), English (1), Mathematics and Statistics (2), Physics (1)
Sarah	Atkinson	2	12TAI	Fashion and Textiles (1), Mathematics and Statistics (2), Biology (2)
Adrienne	de los Reyes	2	12TAI	English (2), Biology (2), Sociology (2)
Natalia	Healey Forde	2	12TAI	Mathematics and Statistics (2), Chemistry (2), Physics (1)
Hinekaa	Heta	2	12WIT	English (1), Mathematics and Statistics (1), Chemistry (2)
Ji Yeon	Kim	2	EVOL	Chemistry (3), Mathematics and Statistics (2)
Kristia	Paras	2	12MAK	English (2), Mathematics and Statistics (2), Biology (2), Chemistry (3), Physics (1)
Ti'an	Paretoa	2	12WIT	Physical Education and Health (2), Chemistry (2), Mathematics and Statistics (1)
Vaishali	Morarji	3	13WIT	English (1), Mathematics and Statistics (1), Fashion and Textiles (2)

Thu	Phan	3	EVOL	Mathematics and Statistics (4)
Irem	Tagimacruz	3	13TAI	Mathematics and Statistics (2), Biology (1), Chemistry (1)
Rawinia	Te Whare	3	13WIT	English (1), Mathematics and Statistics (1), Chemistry (1), Biology (1), Physics (1)

Junior Students - Year 9 and 10

First Name	Last Name	Level	Whanau	Area of Excellence
Rosemary	Barron	JCEA	10AKO	Fashion and Textiles (2), Inquiry 1 (1), Mathematics (2), Physical Education and Health (1), Social Studies (1)
Lexie	Brothers	JCEA	10AKO	Art (2), Inquiry 1 (1), Mathematics (2), Physical Education and Health (1), Social Studies (1)
Hayley	Cresswell	JCEA	10AKO	Chinese (2), Fashion and Textiles (1), Inquiry 1 (1), Mathematics (1), Social Studies (1)
Sonya	Cropp	JCEA	10AKO	Food Technology (2), Inquiry 1 (1), Physical Education and Health (1), Sports Performance (1)
Ashlee	Egan-McTainsh	JCEA	10AKO	Food Technology (2), Mathematics (1), Sports Performance (2)
Issey	Ho	JCEA	10AKO	Chinese (2), Fashion and Textiles (1), Inquiry 1 (1), Mathematics (1), Social Studies (1)
Mazvita	Mapengo	JCEA	10AKO	Food Technology (2), Social Studies (1), Theatre Performance (1)
Manaia	Peeti	JCEA	10AKO	Inquiry 1 (1), Physical Education and Health (1), Sports Performance (1), Social Studies (1)
Zyra	Sarduma	JCEA	10AKO	Fashion and Textiles (2), Food Technology (1), Mathematics (1)

Nicardi	Stevens	JCEA	10AKO	Fashion and Textiles (2), Inquiry 1 (1), Social Studies (1)
Marianne	Fernandes	JCEA	10ARO	Art (1), Inquiry (1), Mathematics (2), Physical Education and Health (2), Science (1)
Varda	Korde	JCEA	10ARO	Food Technology (2), Inquiry (1), Mathematics (2), Physical Education and Health (1)
Eleni	Markotsis	JCEA	10ARO	Food Technology (2), Inquiry 1 (1), Mathematics (2), Physical Education and Health (2), Sports Performance (2)
Iris	Paul	JCEA	10ARO	Food Technology (2), Mathematics (1), Physical Education and Health (1), Sports Performance (2)
Hope	Smith	JCEA	10ARO	Inquiry 1 (1), Mathematics (1), Physical Education and Health (2)
Louise	Oliver	JCEA	10MANA	Inquiry 1 (2), English (3)
Ruth	Rika	JCEA	10MANA	Inquiry 1 (1), English (1), Social Studies (1), Physical Education and Health (2)
Dekoda	Roberts	JCEA	10MANA	English (1), Sports Performance (2), Social Studies (1)
Nisha	Tawa	JCEA	10MANA	Food Technology (2), Inquiry 1 (1), Science (1)
Marama	Watling	JCEA	10MANA	Fashion and Textiles (2), English (2)
Rosanne	Fernandes	FCEA	9AKO	Inquiry 1 (1), Physical Education and Health (2), Science (1)
Natasha	Kihi-Marshall	FCEA	9AKO	Inquiry 1 (1), Mathematics (2), Physical Education (2)
Keylah-May	Okeroa	FCEA	9AKO	Inquiry 1 (1), Mathematics (1), Physical Education and Health (2)

Mekura	Papuni	FCEA	9AKO	Inquiry 1 (1), Mathematics (1), Physical Education and Health (2), Science (1)
Laila	Tai	FCEA	9AKO	Inquiry 1 (1), Mathematics (2), Physical Education and Health (1)
Mya	Tamamasui	FCEA	9AKO	Inquiry 1 (1), Mathematics (2), Physical Education and Health (2)
Neila	Curtis	FCEA	9MANA	Literacy (1), Physical Education and Health (3), Science (1)
Eliana	Epapara	FCEA	9MANA	Mathematics (1), Physical Education and Health (2), Science (1)
Shadae	Harris	FCEA	9MANA	Mathematics (1), Physical Education and Health (4), Science (1)
Maia	Jenner	FCEA	9MANA	Mathematics (1), Physical Education and Health (4)
Zara	Le Comte	FCEA	9MANA	English (1), Physical Education and Health (2), Science (2)
Azaria	Waaka	FCEA	9MANA	Physical Education and Health (2), Science (2)
Ariana	Ferguson	FCEA	9PONO	Physical Education (4), Social Studies (1)
Jade	Kiel	FCEA	9PONO	Physical Education (4), Social Studies (1), Physical Education and Health (3), Science (1)
Hinemoa	Raupita	FCEA	9PONO	Physical Education and Health (4)
Sofia	Rossi-Baker	FCEA	9PONO	Physical Education and Health (4)
Leilani	Teague	FCEA	9PONO	Physical Education and Health (4), Social Studies (1)
Nadea	Yee	FCEA	9PONO	Inquiry 1 (1), Mathematics (1), Physical Education and Health (2), Social Studies (1)

Celebrating Our 2018 Champions

Also congratulations to the following five champions who have received high recognition in their area of expertise during Terms 1 and 2 and were recognised at our end of term assembly last Friday.

Name	Whanau	Area	Achievement
Animata Te Runa Tukiwaho	10AKO	Arts	Excellence in Art Award – Won a \$1000 Scholarship for Rotorua Museum Art Competition
Martine Ocangas	13MAK	Arts	Excellence in Art Award – Won a \$1000 Scholarship for Rotorua Museum Art Competition
Melaia Kolibasoga	11MAK	Academic and Cultural	Winner BOP/Waiariki Pasifika Speech Competition 2018
Manaia Wharekura	11MAK	Sport	Aotearoa Maori Netball Representative U15
Tenika Dudson	12WIT	Sport	Div 1 BOP Squash Champion 2018

Learning Areas News

Academic Planning with whānau

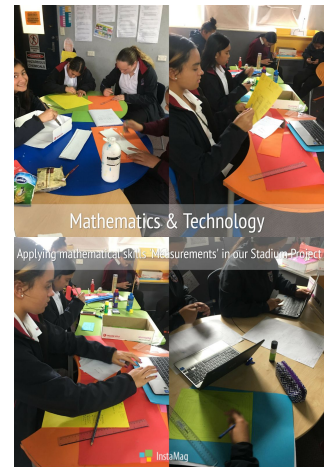


This was held at the beginning of the year and is an event all staff look forward to. It is a wonderful opportunity to meet whanau members of our students. Academic planning day is always crucial part of the year for all of our girls and staff. It gives whanau teachers, parents/caregivers and students the chance to sit down and plan the academic year ahead. Working collaboratively to set academic goals, ensuring that our akonga has a clear vision of what they want to achieve for themselves. This year our planning meeting was student lead, each student was given an opportunity to share with their whanau, goals and strategies they have set for themselves to make sure they attain all the necessary achievement objectives in various subject areas. It is at this point that we discuss with our whanau the importance of working together to ensure our girls maintain a good level of attendance, ensuring they achieve at the highest level, and that every akonga experience success throughout the year.

Mathematics



As we hit the year in full force with our new Curriculum Integrated learning program, the mathematics faculty has been busy creating learning experiences that are truly fun and engaging for our girls. The commonwealth games was the platform for our inquiry projects this term. The girls are taught a range of measurement and geometric skills in class. They were then expected to demonstrate these skills in their 2D & 3D stadium designs/models. Evidence of the level of work produced by some of our girls was just fantastic, and they had a lot of fun celebrating the 'Learning' in the form of a Learning Fair.



E-Volcanics Online Learning Program



Our students have been able to use this opportunity to resolve "timetable clashes" and study other subjects that are currently not on offer on site. 3000 students study this way around the country. It is a reciprocal learning exchange programme between schools, where secondary students are given wider more flexible opportunities in secondary education. Girls on our e-Volcanics program have been very busy completing internals this term. Students in subjects such as *L1 Economics, L1 Accounting, L1 Korean, L1 Geography, L2 Psychology, L2 Business Studies and L1 Economics* will expect to gain minimum of 10 - 24 credits extra on top of their current subject areas. This will put them in good stead for the year ahead, with some of my top groups - highly motivated in attaining Excellence Endorsements this year.

Reports will be sent out first week of term 3 to give whanau an update on their daughter's progress. As the girls e-vol dean my door is open to any parents for korero on student's progress throughout

the year. Alternatively, please visit our website anytime, visit our school page on <https://www.rghs.school.nz/faculties/evolcanics/>, our whanau group on facebook: <https://www.facebook.com/groups/263642554111437/>. My contact details: Miss Pike (0224195564), email: tpike@rghs.school.nz.



Term 2 began with our Kahui Awards celebrations. Taking the time to recognize individual students for all their efforts across the four cornerstone of our school's curriculum was crucial in ensuring that our girls feel 'successful' when they achieve at something. Certificates was handed out to our top sport participants, academic achievers in Kahui junior classes, performing arts and cultural activities.

This term we want to congratulate our top 100% attendees for Term 1:

Seniors: Anipatene Williams (11),

Ti'an Paretoa (12), Tiakiawa Reweti (12), Brittany Coote (13), Rawinia Te Whare (13)

Junior Kahui: Waimirangi Epara (9 MANA), Shakaya Kapene-Hamilton (9 PONO), Sofia Rossi-Baker (9PONO). These girls are just a few of many we recognized during our house Kahui Awards assembly. During this time we highlight the importance of maintaining a good level of attendance throughout the term. In the spotlight for Term 1 was our supreme award winner 9 AKO class for having the best attendance over all for Witarina house.

Junior Prefects: We also welcome our junior prefects for 2018, these girls have set themselves apart from others by taking on leadership roles and responsibilities for our junior year levels. They will be working closely with our senior prefects, as part of our 'Tuakana-Teina' mentoring program. This is just one of many strategies we have placed in our house group to grow leaders for future prefect positions. We welcome Aimee Whata & Ruth Rika for house captains, and a massive congratulations to our junior sports prefect Pirihiira Taupe from 10PONO. The first task the girls initiated was conducting a brainstorming activity within our house group on 'up & coming' inter-house activities. The aim of these program has always been to raise house spirit, and promote a range of fun and engaging sporting activities to encourage our students to get involved in extra-curricular activities and build positive relationships with their peers. The result of the session was fantastic! The girls took on



a collaborative approach to problem solving, using student voice, gathering ideas for how they can make inter-house activities more fun and engaging for all. As the head of house I was super impressed of how the girls managed themselves in their perspective leadership role. Ideas have now been collated and this has been handed over to their senior prefects, who will then take these ideas into consideration as they create and plan for facilitating these activities next term.

We have a lot of action packed events in the works for term 3 so keep an eye on our house page folks, please come and visit us on:



Facebook: <https://www.facebook.com/groups/663011230477573/>

Nga Mihi
Miss Pike (Head of Witarina House)

Z Club News

This term we have had a Mufti Day with cans of food or a gold coin for payment. Thanks to everyone for your support.

We were able to give Love Soup \$100 plus 2 boxes of food plus the Salvation Army.



We have also held a Bake Sale with proceeds going to Breast Cancer Research. At the time of writing this article we have \$250 to pass on. The Z Club girls are enjoying the opportunity to give their time and efforts to those who needs it.

Upcoming Driver Licence Courses

JULY: 17-18-19
AUGUST: 7-8-9 and 28-29-30
SEPTEMBER: 11-12-13
OCTOBER 2-3-4 and 16-17-18
WHERE: Lakes Prime Care building. First floor.
TIME: 9am - till 2pm
Costs: \$80

Important Dates To Diary

23 July	Term 3 begins
30 July - 5 August	Pasifika Week
31 July	BOT Combined Monthly and Resource Committee Meetings
17 August	7pm Opening Night of "Footloose" Production at Rotorua Boys' High School
25 August	7pm Closing Night of "Footloose" Production at Rotorua Boys' High School Bulletin # 5 online



Registered Charity No. CC21560

Help build a bright future for Rotorua Girls High School ... now and forever!

Thank you for choosing to support the Rotorua Girls High School Alumni Fund. Your donation will help build a bright future for the School - now and forever.

Rotorua Girls High School has established an Alumni Fund with the Geyser Community Foundation. Donations made to the fund will be invested by Geyser and the capital retained forever. Income earned on the capital will be made available to the School for charitable purposes every year once the fund reaches a minimum of \$50,000. To donate go to the Alumni Fund tab on the home page of the RGHS website.

The annual income could be used in a number of ways including for the benefit of students such as providing assistance to school students who are in need or suffering genuine temporary or long-term financial hardship. Income could also be used to provide scholarships and prizes, providing or improving sporting and other facilities at the School or promoting public health.

In applying the income from the fund, the School will take the wishes of the donors into account.

Giving back to the community – a new solution

The Geyser Community Foundation exists for the purpose of ensuring charitable gifts in the Rotorua and Taupo districts are managed as originally intended. Funds placed with the Foundation are invested and the capital retained in perpetuity. Every year the income earned on the capital is made available for charitable distribution.

This means that you keep giving forever and the total amount of the gift will, over time, far exceed the original capital donation. This is a very powerful way for individuals, families or organisations to provide long term benefits to their local community.

Find out more about the Geyser Community Foundation at www.geysercf.org.nz

Thank you.

Your donation will help build a bright future for
Rotorua Girls High School – now and forever.