



"Crafting Future Leaders"



2018 Top Scholar and Dux – **Te Ao Leach** (left) and
2018 Proxime Accessit (Runner Up to Dux) – **Isobella Cook** (right)

2019

Rotorua Girls High School Charter

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



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The Charter Agreement

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

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

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

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

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

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



Signed..... Date: 8 March 2019
(Chairperson Board of Trustees)

Sarah Davis

Signed..... Date: 8 March 2019
(Principal)



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Introduction:

Rotorua Girls High School is a single-sex, decile 3, state school with 524 students (March 1, 2019 in Rotorua). In 2019 78% of our roll 78% classified themselves as Māori, 9% as N.Z European and 9% as Pacific Island and Asian and 4% 'other.

Rotorua Girls High School uses our Strategic Educational Intent as a framework for decision-making and planning, providing our community with a clear direction for continuous improvement in our school.

Against the wider backdrop of rapid change in the educational environment in Aotearoa New Zealand, we believe that this framework will continue to enhance our outstanding traditions by adapting and innovating for the unique context of our school.

We are under taking a new strategic document in 2019

Our ongoing review of the Charter allows our Board and Staff to extend this same commitment through our planning, consolidating key initiatives and furthering our reputation as the school of choice for girls education in Rotorua.

Sarah Davis
Principal



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Effective Governance and Administrations 2019

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



ABOUT ROTORUA GIRLS HIGH SCHOOL

Rotorua Girls High School

- Is a single-sex, state secondary school catering for Year 9 to 13. It was established in 1959 when Rotorua High School, established in 1927, split into two single-sex school.
- Has a current roll of approximately 524. 78% classified themselves as Māori, 9% as N.Z European and 9% as Pacific Island and Asian and 4% 'other'.
- Has a strong commitment to ensuring the Treaty of Waitangi informs all decisions made at Rotorua Girls' High School.
- Has a strong commitment to Tikanga Māori (Te Arawatanga) and Te Reo
- Includes many traditions which have been established over 60 years that build pride and a strong sense of identity and belonging.
- Focus on all round development of every student.
- Is staffed by talented and committed teachers.
- Has an excellent history of high academic achievement.



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

A café operates with outside providers. On our grounds, the Rotorua Girls High School Childcare Trust operates with the Principal as Licensee, Rotorua's ARENA operates as an independent community resource for sporting, cultural leadership and social functions.

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

PRINCIPLES

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

The school stands on its proud history and traditions, but has an active commitment to providing learning that will ensure students are successful now and in the future. The school has clear values including cultural diversity ensuring that Tikanga Māori (Te Arawatanga) and Te Reo Māori are an important part of school life. Every student has the opportunity to learn Te Reo Māori.

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

- The Board will recognise and acknowledge Māori as Tangata Whenua (First Nations) of Aotearoa NZ.
- The Board will recognise and acknowledge Te Tiriti o Waitangi as the founding document of Aotearoa NZ.
- The Board will recognise and acknowledge Te Reo Māori as an official language of Aotearoa NZ.
- The Board will be bi-culturally responsive and inclusive to all matter pertaining to Rotorua Girls High School.

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

Dr Ken Kennedy

MĀORI STRATEGIC DIRECTION

Rotorua Girls High School has identified the following strategic goals:

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

These goals will be achieved by:

- Developing teacher-student relationship based on culturally responsive and relational pedagogy.
- Enhancing whānau engagement with school.
- Using professional learning such as support from expert partners Poutama Pounamu to increase awareness of Māori pedagogy and educational processes.
- Actively embedding tikanga Māori and its application to the curriculum and school culture.
- Increasing daily attendance of Akonga.
- Enhancing knowledge of tertiary training options and future pathways.

School Inclusiveness



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

Cultural Diversity

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

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

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

The foundations of our curriculum decision making are:

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

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

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

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

- Continuously increasing high standards in NCEA Level 1 to 3 pass rates
- Continuously increasing Merit and Excellence Endorsements and NZQA Scholarships



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

Ministry Funded Initiatives contributing to achieve these aims include:

- STAR and Gateway Programmes.
- Trades Academy – Toi Ohomai Polytechnic.

Building Programmes

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

Our Charter documents include:

- 2016-2019 Strategic Plan
- 2019 Annual Plan
- 2019 Targets

THE STRATEGIC PLAN

The Strategic Plan is a high level expression of the priorities for Rotorua Girls' High School for the period 2016 – 2019. The Strategic Plan guides the Board's aims and purposes so that the Board can allocate resources to the school and monitor the school's overall performance.

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

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

Our plan describes how we will achieve four strategic priorities:

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

Rotorua Girls' High School Strategic Plan 2016 - 2019



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	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

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

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

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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

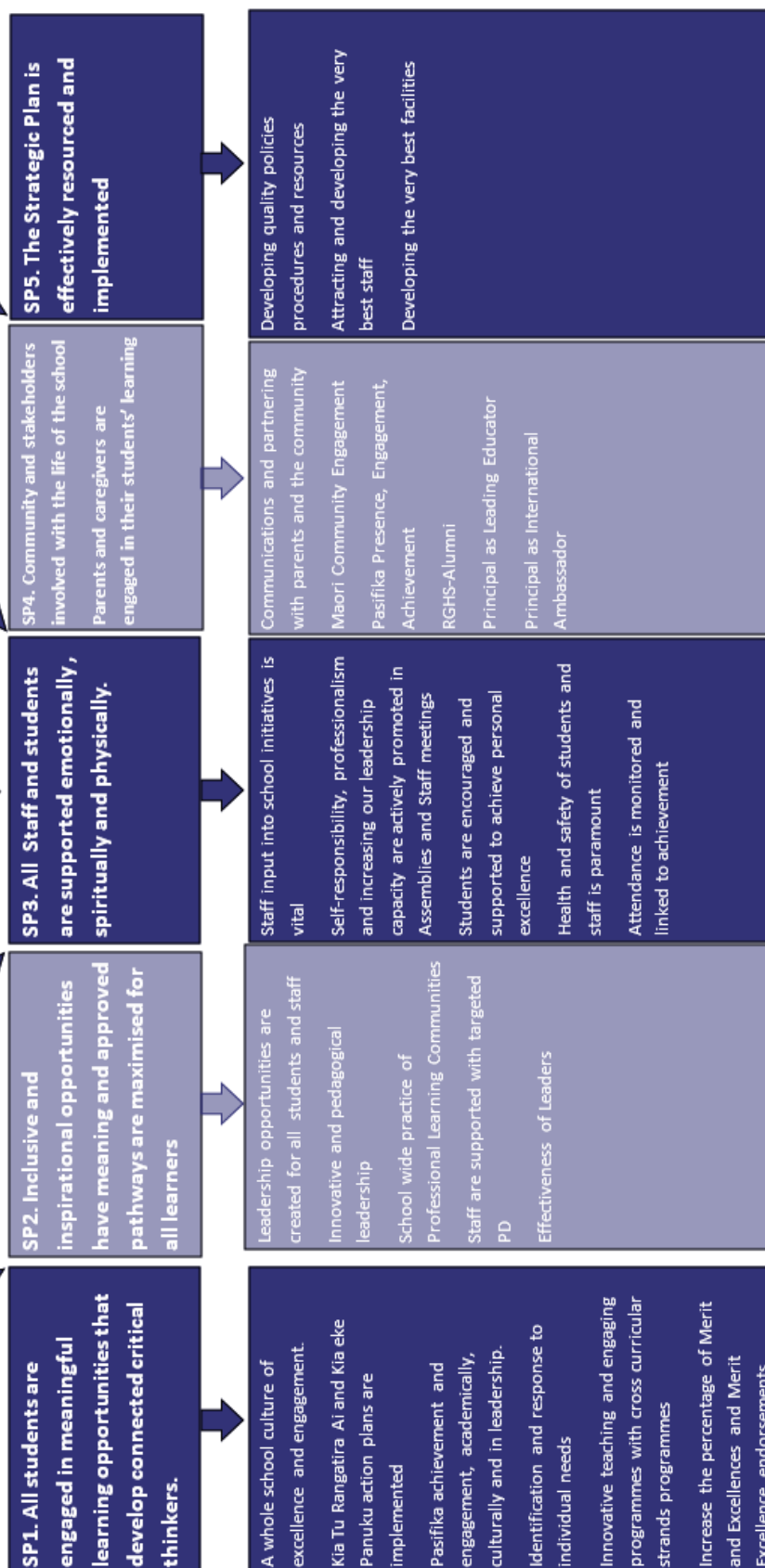
MANA REO

MANA WAIRUA

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Rotorua Girls High School
STRATEGIC DII 2016-2018 -2017

THE RGHS GRADUATE



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STRATEGIC PRIORITIES 2016-2019

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

Objectives	Actions	Who
1.1 Strengthening culture of personal excellence and engagement	<ul style="list-style-type: none"> Excellence is actively promoted by SLT and BOT. Personal Excellence is promoted and aspired to. Excellence is acknowledged and rewarded in Champions Assemblies, House Assemblies, on the Website and in Te Mātāre Innovative pedagogy engages students and enables them to aim for personal excellence. Role models from wide ranging disciplines annually address students demonstrating resilience and the benefits of focusing on personal excellence in their field. 	BOT, Senior Leadership Team, Deans and all staff. SLT, Sports Coordinator SLT, DP-Curriculum, CLs
1.2 The principles of Kia Tu Rangatira Ai and Kia eke Panuku are implemented and consistently practised	Positive Teacher/student relationships are encouraged and our preferred pedagogy is Culturally Responsive and Relational: <ul style="list-style-type: none"> 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. 	SLT, DP-Māori Achievement CLs
1.3 Pasifika achievement and engagement, academically, culturally and in leadership	<ul style="list-style-type: none"> Positive Teacher/student relationships are encouraged and Pasifika Education plan strategies are used to raise Pasifika Achievement and engagement. Tapa Sa competencies understood and delivered 	Principal/DP Pasifika/Pasifika Year 13 Leader
1.4 Identification and response to individual learning needs	<ul style="list-style-type: none"> Links with contributing schools and RGHS are strong. Information about content and structure of learning programmes is shared (COL's). Learning profiles from contributing schools are reviewed to inform appropriate IEPs and class placement in Years 9/10. Maori and Pasifika students are encouraged, mentored and actively supported to achieve their goals. Students with special education needs are identified early and supported to achieve. Students for whom English is a second language receive support with mainstream classes. 	Contributing schools, COL within school appointments, Eng and Maths / Deans / CLs / TICs KEP Plan/DP-Māori achievement and Whānau teachers, subject teachers DP Pastoral/SENCO/RTLb Careers Team TIC /ESOL



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1.5 Innovative teaching and engaging programmes with cross curricular strands	<ul style="list-style-type: none"> High expectations are held for all students and their engagement and achievement is a priority. Teachers engage in innovative and cross curricular programme design and planning. Appraisal focuses on teacher improvement and is underpinned by Teaching as Inquiry (teacher as self-reflective practitioner). Professional development links to appraisal, staff needs. 	Leadership Team CLs MH, All staff PLC Committee
1.6 Increase the percentage of Merit and Excellences and Merit and Excellence endorsements.	<p>Robust tracking system set up for all levels. All staff are responsible for tracking and mentoring students.</p> <p>Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.</p> <p>Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.</p>	AL, Principal, Deputy-Principal KR, Deans All Teachers AL, CLs, Deans

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

Objectives	Actions	Who
2.1 Students have opportunities to share skills and expertise with staff	<ul style="list-style-type: none"> Te Reo classes for staff, haka Pohiri and school waiata. 	Year 13 Squad Exec Kohine Whakarae Exec
2.2 Innovative and pedagogical leadership	<ul style="list-style-type: none"> Leaders in pedagogy and innovation are identified and actively engage at Staff, LL and Faculty meetings. The specialist classroom teacher actively supports teachers to improve their personal pedagogy and innovative practice. Modelling of successful practice is acknowledged at BOT dinner, online communications, TEAO-Affirmation Postcards, Kahui AKO sessions. 	SLT Leadership Team SCT DP- Curriculum, Teachers, E Learning Committee Principal, SLT.
2.3 School-wide practice of Professional Learning communities	<ul style="list-style-type: none"> Teachers analyse data and carry out their own inquiry into improving their personal teaching and learning. Up to date professional reading material will be made available to staff. Staff will be familiar with current educational theory and practice. Formative assessment is integral. 	Principal SLT, PLCs All teachers
2.4 Staff are supported with targeted PD	<ul style="list-style-type: none"> Best Practice teaching strategies shared during briefing and staff meetings. Effective teacher profile implemented with teachers through PD groups and Faculty PD. 	SLT, CLs, SLT, All Teachers, Principal DP-PL SLTs

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

Objectives	Action	Who
3.1 Staff input into school initiatives is vital	<ul style="list-style-type: none"> A range of voices are heard throughout the school. All staff can articulate the school's direction and how they contribute to this. Staff are consulted and feel part of decision making and leadership of the school. Online surveys will be used for Kahui Akos and for new initiatives explored. Staff Wellness Committee 	Principal/Leadership Team, All Staff All staff Principal/SLT PL Community
3.2 Self-responsibility, professionalism and increasing our leadership capacity are actively promoted in Assemblies and Staff meetings	<ul style="list-style-type: none"> Potential leaders are identified and encouraged to develop necessary skills through PD. 	Leadership Team/CLs
3.3 Students are encouraged and supported to achieve personal excellence	<ul style="list-style-type: none"> Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals. New student leadership process implemented - leaders are encouraged to Ka Hikitia and to leave a legacy. Students have access to information and personnel to discuss and plan career and learning pathways. Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor). 	SLT Year level Dean Principal Deans Careers Subject Teachers Whānau Teachers Whānau tutors, Peer mentors, SLT, Year Level Deans
3.4 Health and safety of students and staff is paramount	<ul style="list-style-type: none"> The school wide Behaviour Management Plan is reviewed discussed consistently used and understood by all staff and students. Teacher support structures are known and in place. Classroom rules and procedures are established at the start of the year. Core values of the school are promoted - Respect, Resilience, Integrity and Empathy. 	SLT KR- Year Level Deans SLT Year level Deans MH/KR-Year Level Deans



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	<ul style="list-style-type: none"> • PB4L Action plan implemented including the promotion of TEAO Learning Values and rewards for both staff and students. • The willingness to learn. • Engaging to Achieve. • Always shows Respect. • Offers to Serve. • Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload. 	SLT KR-PB4L Team SLT KR-PB4L Team Principal/DP-Staff Welfare
3.6 Attendance is monitored and linked to achievement	<ul style="list-style-type: none"> • Target for 2019 85% (86%). • Action plan with strategies such as acknowledgement in Te Mātāreere affirmation TEAO cards (PB4L), Mayor's Awards, Inter-house competition - used to motivate attendance. 	KR-Deans



STRATEGIC PRIORITY 4

- (i) **Community and Stakeholders are involved**
(ii) **Parents and caregivers are engaged in the life within the school and their daughter's learning.**

Objectives	Action	Who
4.1 Communication and partnering with the wider school community	<ul style="list-style-type: none"> Parent Portal, global emails, Te Mātāre, website informs school community in a timely manner. Where appropriate, parents with expertise are invited to work with students. Staff contribute to the wider life of the school and share stories via Te Mātāre, YEARBOOK, Facebook pages and groups. RGHS one of six Rotorua COL schools- achievement target focus - Writing Years 9 and 10. 	Leadership Team, Staff, BOT, Principal CLs
4.2 Māori focus on Presence, Engagement, achievement and community involvement.	<ul style="list-style-type: none"> Ngā Poumana embedded. Māori mentors monitor progress of Māori students at risk of underachieving. Māori parents are invited in, to engage with staff, through special events and festivities. Whānau Group strengthens connections with Māori parents to support their daughters' learning. 	SLT, CLs, Whānau Teachers DP-Māori Achievement DP-Pasifika Achievement DP-Māori Achievement DP-Pasifika Achievement , Whānau Teachers
4.3 Pasifika focus on Presence, Engagement, achievement and community involvement.	<ul style="list-style-type: none"> Implement Pasifika Action Plan. Pasifika mentors monitor progress of Pasifika students at risk of underachieving. Pasifika parents are invited in, to engage with staff, through special events and festivities. Fono Group strengthens connections with Pasifika parents to support their daughters' learning. 	DP- Pasifika- KR
4.5 RGHS-Alumni	<ul style="list-style-type: none"> Set up 60th Reunion Committee- (Easter 2019). 	Reunion committee and staff
4.6 Principal as Leading Educator	<ul style="list-style-type: none"> The Principal actively engages in both local, national and school communities 	Principal



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STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented.

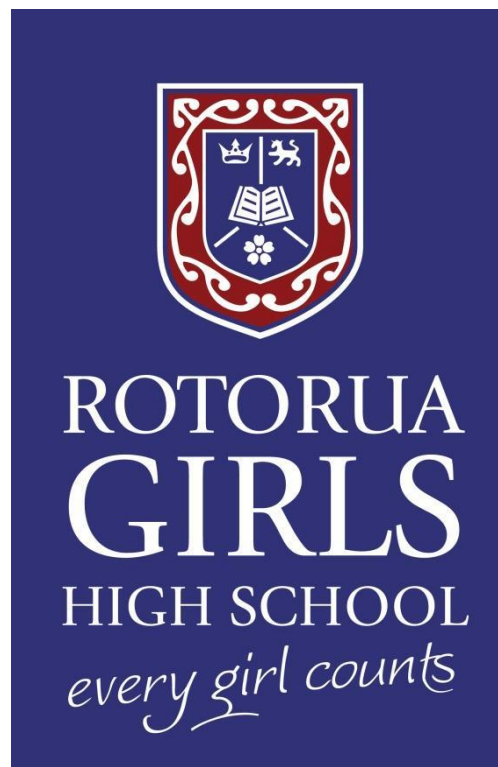
Objective	Actions	Who
5.1 Quality policies procedures and resources	<ul style="list-style-type: none"> • Policies and procedures provide transparency and clarity in human and general resource management. • • Policies and procedures are BOT and Leadership Team BOT and Leadership Team kept updated, follow best practice, support and promote learning. • The Board, through the Principal, is a fair and reasonable employer. 	BOT, Principal BOT, Principal Principal
5.2 Quality student services and support	<ul style="list-style-type: none"> • Services for students are high quality and fully support their learning and their needs. 	Leadership team, Deans, Careers
5.3 Quality facilities	<ul style="list-style-type: none"> • Maintenance of existing facilities as per the 5YP and 10YP. 	BOT, Principal



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Rotorua Girls High School Annual Plan 2019



STRATEGIC FOCUS 1	ANNUAL GOAL	EXPECTED OUTCOMES
All student are engaged in meaningful learning opportunities that develop critical thinkers	<p>1.1 a consistent and wide spread monitoring system to raise student achievement in Y11 to 13 is developed. SLT has an overview of predicted and actual results , tracking and monitoring</p> <p>1.2 students at risk of not achieving are identified and information to support the acceleration of achievement is shared</p> <p>1.3 a system to support Y9 and 10 achievement to be implemented during T1</p> <p>1.4 attendance data is tracked</p>	<p>A curriculum review is under taken by an external reviewer during term 1 2019</p> <p>Potamu Pounamu is used as a tool to measure how student achievement is tracked Careful tracking of NCEA data</p> <p>Co-construction meetings take place with whanau and students</p>

STRATEGIC FOCUS 2	ANNUAL GOAL	EXPECTED OUTCOMES
Community engagement	<p>Community and stakeholders are involved in the life of the school</p> <p>Parents/ whanau and caregivers are engaged in their students' learning</p> <p>Rotorua Girls' fosters/nurtures and develops strong links with other educational institutions in Rotorua</p> <p>RGHS/ RBHS MoU</p>	Whanau come to the school to support student achievement

STRATEGIC FOCUS 3	ANNUAL GOAL	EXPECTED OUTCOMES
All students and staff are supported emotionally, spiritually and physically	Staff and students set goals to achieve their best work, work smart and stay healthy	<p>Opportunities for advancement are advertised and promoted in a transparent and timely manner.</p> <p>Maintain a database of extra involvement of staff – compiled by Sports Co-ordinator.</p> <p>Induction Programme provided for new staff.</p> <p>Ensure Performance Management Appraisals are carried out (Buddies, LLs).</p> <p>Review fixed-term Management Unit and MMA allocations</p> <p>Ensure staff have registration.</p> <p>We have an active student leadership team and an active student council</p> <p>We have an active wellness committee</p>

STRATEGIC FOCUS 4	ANNUAL GOAL	EXPECTED OUTCOMES
The strategic plan is effectively resourced and implemented	<p>Policies and procedures provide transparency and clarity in human and resource management</p> <p>The Board, through the Principal is a fair and reasonable employer</p> <p>E learning team undertake research into best practice in the use of ICT to add teaching and learning</p> <p>Maintenance of existing facilities as per the 5 YP and 10YP</p>	<p>Polices stay up to date and are implemented as required</p> <p>All facets of the ERA, NZEI or SCTA Are upheld</p> <p>A strategic plan around the use and resourcing of ICT in complete</p>

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

1.1 Strengthening culture of personal excellence and engagement

WHEN	EXPECTED OUTCOMES	WHO
Term 1	Staff and students set goals to achieve their best work, work smart and stay healthy .	All Staff and Students
Ongoing	Academic / personal excellence encouraged in House and year level assemblies and at form time.	Whānau teachers, House Leaders, Junior Prefects
Ongoing	Te Mātārere, the Website and Facebook celebrate academic endeavour and commitment to personal excellence.	Principal /DPs/Deans/ LE staff
Ongoing	Personal excellence is a key message.	All staff
Ongoing	I.E.P.s for students with special education needs or who are underachieving.	Principal, RTLB, COL- Additional Learning Needs –CN,
Term One	Targeted international student orientation, induction and support promote excellence. MOU with RBHS	Principal



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

WHEN	EXPECTED OUTCOMES	WHO																																																																																																												
Term 1-ongoing	Exercising responsibilities and obligations under the Treaty of Waitangi.	Principal/SLT/CL Marautanga/CLs																																																																																																												
Term 1-ongoing	Careful tracking of students- Achievement Plans- Putana Poumana Panuku/Ka Hikitia.	DP Curriculum/ Māori Achievement – MH Deans,																																																																																																												
Term 1	One of the expectations to be established with students is that they will be adopting a personal goal to achieve 80% of all of their assessments. Evidence collated and presented to staff. Lists of pupils given to staff.	DP / CLs / Subject Teachers / Whanau Teachers																																																																																																												
Term 1-ongoing	Teachers receive professional support to enable them to interpret and use the data analysis effectively.	CL Eng/LL Maths/RTLb AL- RL, HL-Years 11-13																																																																																																												
Term 1 – week 6 ongoing	A consistent and wide spread monitoring system to raise student achievement at levels Years 11-13 is developed. SLT has an overview of predicted and actual results, tracking and mentoring implemented by Deans, CLs, the classroom teacher and whānau teacher. Māori Participation and Roll Data <table><tr><td>Year</td><td>L 1</td><td></td><td>L2</td><td></td><td>L3</td><td></td><td>UE</td><td></td></tr><tr><td>2015</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td></tr><tr><td>Part</td><td>92.2</td><td>92.3</td><td>100</td><td>100</td><td>87.2</td><td>100</td><td>50.0</td><td>86.7</td></tr><tr><td>Roll</td><td>78.8</td><td>85.7</td><td>100</td><td>94.4</td><td>87.2</td><td>93.8</td><td>51.1</td><td>81.3</td></tr><tr><td>2016</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Part</td><td>86.0</td><td>85.7</td><td>96.3</td><td>100</td><td>91.1</td><td>100</td><td>41.1`</td><td>42.9</td></tr><tr><td>Roll</td><td>79.6</td><td>70.6</td><td>95.2</td><td>100</td><td>92.7</td><td>82.4</td><td>41.8</td><td>35.3</td></tr><tr><td>2017</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Part</td><td>80.0</td><td>100.0</td><td>96.1</td><td>100.0</td><td>90.5</td><td>77.8</td><td>48.5</td><td>54.5</td></tr><tr><td>Roll</td><td>74.7</td><td>100.0</td><td>91.4</td><td>100.0</td><td>89.1</td><td>70.0</td><td>51.6</td><td>60.0</td></tr><tr><td>2018</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td><td>Māo</td><td>Eur</td></tr><tr><td>Enrolled Data</td><td>69.8</td><td>68.2</td><td>60.7</td><td>73.9</td><td>69.1</td><td>77.8</td><td>23.5</td><td>33.3</td></tr></table>	Year	L 1		L2		L3		UE		2015	Māo	Eur	Māo	Eur	Māo	Eur	Māo	Eur	Part	92.2	92.3	100	100	87.2	100	50.0	86.7	Roll	78.8	85.7	100	94.4	87.2	93.8	51.1	81.3	2016									Part	86.0	85.7	96.3	100	91.1	100	41.1`	42.9	Roll	79.6	70.6	95.2	100	92.7	82.4	41.8	35.3	2017									Part	80.0	100.0	96.1	100.0	90.5	77.8	48.5	54.5	Roll	74.7	100.0	91.4	100.0	89.1	70.0	51.6	60.0	2018	Māo	Eur	Māo	Eur	Māo	Eur	Māo	Eur	Enrolled Data	69.8	68.2	60.7	73.9	69.1	77.8	23.5	33.3	Principal/ SLT/RTLb/ CLs/All Years 9-10 Teachers CLs/Deans Years 9-10 subject teachers Students All Year 9 and Year 10 Deans
Year	L 1		L2		L3		UE																																																																																																							
2015	Māo	Eur	Māo	Eur	Māo	Eur	Māo	Eur																																																																																																						
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Enrolled Data	69.8	68.2	60.7	73.9	69.1	77.8	23.5	33.3																																																																																																						
Term 1 – week 9	Students at risk of not achieving early in the year are identified and lists given to subject teachers and whānau teachers, undertake appropriate interventions/ Academic Counselling Personalised programmes developed in consultation with student and parent/caregiver. Years 9 and 10 tracking system implemented with the goal of 90% pass rate of students in FCEA and JCEA. Co-construction Year 9 and 10 meetings include the implementation of deliberate interventions at every level to support students to ensure responsibility and accountability for their learning and success.	AL - CLs																																																																																																												

Ongoing	All faculties focus on Presence, Engagement and Achievement. Faculties set specific achievement targets for cohorts of Māori students identified as needing support- focus on goal setting and data tracking. Improved embedding of TeAo Māori /Te Reo me ona Tikanga in curriculum area planning and units of work through inclusion of concepts and cultural identity. Faculties self-review targets and report on Māori achievement.	Kia eke Panuku facilitator SLT CLs Teachers All Teachers
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1.3 Pasifika Presence, Engagement, Achievement.

WHEN	EXPECTED OUTCOMES									WHO			
Term One-ongoing	Pasifika Participation and Roll Data									Principal, DP-Pasifika-KR, AL,CLs, All Teachers			
	Year	L 1			L2			L3				UE	
	2015	Pas	Eur	Pas	Eur	Pas	Eur	Pas	Eur				
	Part	88.9	92.3	100	100	75.0	100	50.0	86.7				
	Roll	100.	85.7	100	94.4	60.0	93.8	40.0	81.3				
	2016												
	Part	100	85.7	100	100	100	100	50.0	42.9				
	Roll	87.5	70.6	100	100	100	82.4	50.0	35.3				
	2017												
	Part	85.7%	100%	100%	100%	100%	77.8%	57.1%	54.5.%				
	Roll	75.0%	100%	116.7%	100%	100%	70.0%	57.1%	60.0%				
	2018	Pas	Eur	Pas	Eur	Pas	Eur	Pas	Eur				
	Enrolled Data	72.2	68.2	70.0	73.9	73.3	77.8	26.7	33.3				
	Students at risk of not achieving early in the year are identified and lists given to subject teachers and whānau teachers who undertake appropriate interventions/ Academic Counselling. Personalised programmes are developed in consultation with student and parent/caregiver.												
Ongoing	To provide alternative learning opportunities and pathways that support Pasifika learners to succeed.									DP Pasifika Careers, Gateway, Deans			
Ongoing	Positive role models share cultural knowledge and engage students in activities and regional events.									Year 13 Leaders, Year 13 Dean, Principal			
Term One-ongoing	Pasifika Education Plan strategies are used to raise Pasifika Achievement									DP Pasifika/CLs			
Term One	Homework Centre with technology and library books in Pasifika Languages. The Fono Group meets three times each year, providing opportunities for parents to meet key staff and have input into initiatives.									Principal, Year 13 Dean Leaders, DP-Pasifika-KR			

1.4 Identification and response to individual learning needs

WHEN	EXPECTED OUTCOMES	WHO
Term one	<p>Entry data and school recommendations are used to develop programmes, supporting the needs of every student.</p> <p>Specific support is provided as soon as practicable to students identified with special /behavioural needs, or risk failing to engage in learning. Effective links with families are encouraged /sought.</p>	<p>CLs /COL Additional Learning Needs/ AL, RL SENCO/Teachers RTLb (IEPs) /SENCO Teachers/ Deans</p> <p>RTLb/COL/Teachers/ Deans</p>

1.5 Increase the endorsements percentage of Merit and Excellences and Merit and Excellence

WHEN	EXPECTED OUTCOMES	WHO
Term One - ongoing	Robust tracking system set up for all levels. Years 9 - 13 All staff are responsible for tracking and mentoring students.	KR, AL, HL, RL, All Staff
Ongoing	Teaching focused on motivating students to achieve Merit and Excellence where appropriate. Encourage students to aim for Merit and Excellence endorsements.	SLT, Year Level Deans, CLs, teachers
Term One - ongoing	Early identification of scholarship students- Year 9 Accelerate Class – mentored and tracked to Year 13.	Year 9 and 10, CLs, Deans, AL

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

2.1 Career development and progression is encouraged for staff

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

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

WHEN	EXPECTED OUTCOMES	WHO
Ongoing	<ul style="list-style-type: none"> A range of voices are heard throughout the school -student voice after each faculty assessment - staff recommendations (2018). Wellness Committee in staff Online surveys will be used for PLC's and for new initiatives explored. 	Principal/Leadership Team, All Staff Principal/SLT PL Community
Term One-ongoing Term One- ongoing	<ul style="list-style-type: none"> Students are expected to complete Year 13- all students receive individual guidance on Academic Planning- All students set SMART Goals. Student leadership process embedded - leaders are encouraged to Ka Hikitia and to leave a legacy. Students have access to information and personnel to discuss and plan career and learning pathways. Provision of social support (peer support, Student Council, Pastoral and guidance network, Attendance Advisor. Heads of House appointed to support Vertical house system support and raise attendance. 	SLT Year level Dean Principal Deans Careers Subject Teachers Whānau Teachers (Whānau Teachers, Peer mentors, SLT, Year Level Deans Principal
Term One- ongoing Term One-ongoing	<ul style="list-style-type: none"> The school wide Behaviour Management Plan is used and understood by all staff and students Teacher support structures are known and in place. Classroom rules and procedures are established at the start of the year. Review for 2020. Core values of the school are promoted - Respect, Resilience, Integrity and Empathy. TE AO handbook implemented including the promotion of TEAO Learning Values and rewards for both staff and students. The willingness to learn. Engaging to Achieve. Always shows Respect. Offers to Serve. 	SLT KR- Year Level Deans SLT Year level Deans MH/KR-Year Level Deans SLT KR-PB4L Team Principal/DP-Staff Welfare



Term Three	<ul style="list-style-type: none"> Health and Wellbeing surveys and initiatives mitigate concerns regarding student and staff workload. 	
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STRATEGIC PRIORITY 4. Community engagement

I. Community and Stakeholders are involved with the life of the school

II Parents and caregivers are engaged in their students' learning

WHEN	EXPECTED OUTCOMES	WHO
Ongoing	Strengthen home school partnership. Increase opportunities or access to school. communications or formal contact points.	Mentors SLT /Principal CLs
Term One- week 2	Whānau Teachers make contact with all students, parents / caregivers.	Principal SLT/Deans/LLs Whānau Teachers
Term One-ongoing	Faculties have the needs of Māori students in their planning. Faculties have the needs of Pasifika students in their planning.	CLs, All staff
Ongoing	All parents feel welcome at school events and understand the importance of their daughters' learning journey. Regular communication with Whānau/families Calendar of events.	Principal SLT/Deans/CLs Whānau Teachers
Ongoing	Monitor and evaluate roll patterns. and trends with view to increasing roll. Benchmarking Audit.	Principal
Ongoing	Contributing school's data, current partnerships, home-school partnership, marketing etc. Evaluation of Open Day/Night.	Principal/SLT/COL appointments



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STRATEGIC PRIORITY 5. The Strategic Plan is effectively resourced and implemented

5.1 Quality Resource Management: Financial ,Property

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



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Rotorua Girls High School Charter Targets 2019



Charter Targets for 2019

Target 1:

Literacy:

Reading: Year 9 = shift 2 subfields
Year 10 = shift 2 subfields

Writing: Year 9 = shift 2 sub fields
Year 10 = shift 2 subfields

Target 2:

Numeracy:

Year 9 = 90% = shift 2 sub levels
Year 10 = shift 2 sub levels

Target 3:

Curriculum:

End of the year 90% of students will be working at Level 5, includes Maori and Pacific peoples

Target 4:

NCEA:

Increase the percentage of students achieving NCEA
Level 1: - 90%
Level 2: - 90%
Level 3: - 95%
UE: - 40%
At Level 3 students will achieve at least 14 credits in 3 University approved subjects

Target 5:

Merits / Excellences

Increase the percentage of Merits and Excellence at both subject level and certificate endorsement level in NCEA Level 3

Target 6:

Attendance

The average student attendance in 2019 will be 85%
85% for all students representing the School and wanting to attend school functions e.g. school Ball

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
Focus Year 9 and 10 Māori and Pacific

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

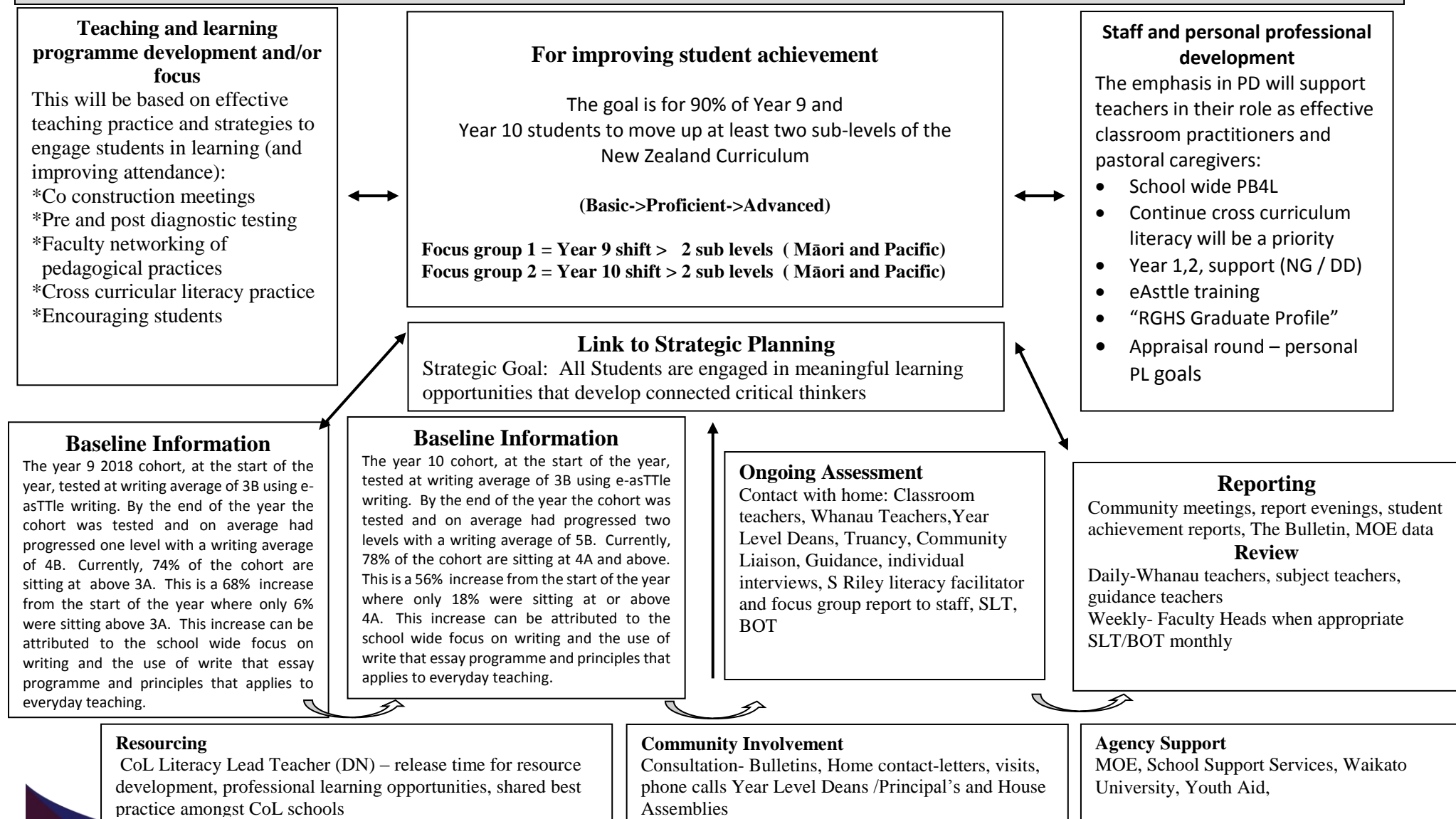
Writing:	Year 9	=	shift 2 sub levels
	Year 10	=	shift 2 sub levels



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ACHIEVEMENT TARGET 1 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2019



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Target 2 - Numeracy

The goal is: 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



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ACHIEVEMENT TARGET 2 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2019

Teaching and learning programme development and/or focus

This will be based around effective teaching practice and strategies to engage students in learning (and improving attendance):

- *Co construction meetings
- *Pre and post diagnostic testing
- *Faculty networking of pedagogical practices
- *Cross curricular numeracy practice / Authentic learning context / PBL
- *Encouraging students

Target for improving student achievement

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

(Basic->Proficient->Advanced)

Focus group 1 = Year 9 shift > 2 sub levels (Māori and Pacific)
Focus group 2 = Year 10 shift > 2 sub levels (Māori and Pacific)

Link to Strategic Planning

Strategic Goal: All Students are engaged in meaningful learning opportunities that develop connected critical thinkers

Staff and personal professional development

The emphasis in PD will support teachers in their role as effective classroom practitioners and pastoral caregivers:

- Schoolwide PB4L
- Literacy links to numeracy, Inquiry & CR-RP (CoL)
- Year1 & 2 mentoring
- Year 1 & 2 support (NG)
- e-Asttle training & support CoL
- "RGHS Graduate Profile"
- Appraisal round – personal PL goals

Baseline Information

2018	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A
Feb	2	8	3	6	19	26	14	12	8	4	3	1	0
Nov	1		2	8	11	35	22	10	10	4	8	2	1

The Year 9 2018 cohort. At the beginning of the year e asTTle Numeracy testing was not completed for this cohort. Data was requested through CoL schools, not all data was available affecting the accuracy of results. From the e asTTle data obtained at the end of 2018 50% of the cohort are at or above NZC level 3A compared to 40% at the start of 2018. This means there was an increase of an average of 1 NZC sublevel and a 52% increase in one sublevel or more in asTTle results **and only 28% achieving the school target of 2 sub-levels.**

Baseline Information

	<2B	2B	2P	2A	3B	3P	3A	4B	4P	4A	5B	5P	5A	6B
Nov 17	13	0	0	0	0	13	9	19	12	14	13	6	0	0
Nov 18	3	0	0	1	4	17	10	16	12	16	12	14	2	1

The Year 10 2018 cohort.
 From the e asTTle data obtained at the end of 2018 41% of the cohort are at or above NZC level 4A compared to 33% at the end of 2017. 51 students (61%) increased to a higher sub-level, but only 37% met the school target of 2 sub-levels Both start and end of year results show 35 students at NZC level 3 or below. However within the sub levels 13 students from the start of 2018 at NZC Level 2 now only 4 students, this shows the tail end shift meaning an improvement in priority learner data. Similar numbers sitting within NZC level 4 with slight shift within the levels and an increase in 10 students attaining NZC level 5. Only one student achieved NZC level 6 we need to establish why we are not having students achieving at the top end of the results.

Ongoing Assessment

Contact with home: Classroom teachers, Whanau Teachers, Year level Deans, Truancy, Community Liaison, Guidance, individual interviews, K Hill CoL Numeracy facilitator and focus group report to staff, SLT, BOT

Reporting

Community meetings, report evenings, student achievement reports, The Bulletin, MOE data

Review

Daily-Whanau teachers, subject teachers, guidance teachers
 Weekly- faculty heads of when appropriate
 SLT/BOT monthly

Resourcing

CoL Numeracy Lead Teacher (HL) – release time for resource development, professional learning opportunities, shared best practice amongst CoL schools

Community Involvement

Consultation- Bulletins, Home contact-letters, visits, phone calls Year Level Deans /Principal's and House Assemblies

Agency Support

MOE, School Support Services, Auckland University, CoL, Youth Aid,



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Target 3 - Curriculum

The goal is by the end of 2019, 90% of Year 10 students will be working at Level 5 of the New Zealand Curriculum

Targets:

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

Target 4 – NCEA (Enrolled Results)

Increase the percentage of students achieving NCEA
(2018 results in brackets)

Level 1 - 75% (69.8%)

Level 2 - 65% (60.7%)

Level 3 - 75% (69.1%)

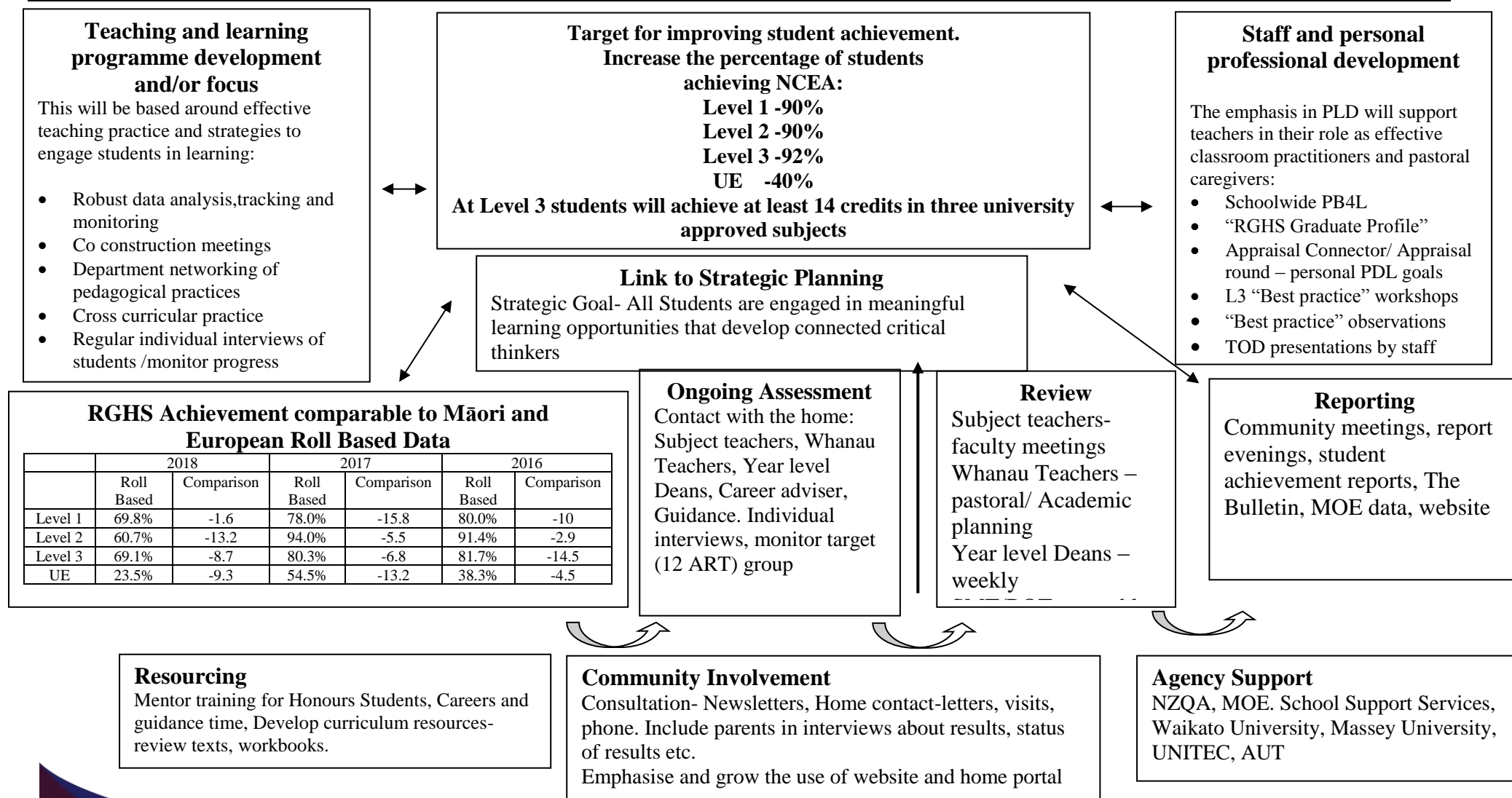
UE – 40% (23.5%)



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ACHIEVEMENT TARGET 4 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2019



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

Level 1 M + E = 65% (56.8% 2018)

Level 2 M + E = 50% (45% 2018)

Level 3 M + E = 25% (21.7% 2018)

Focus

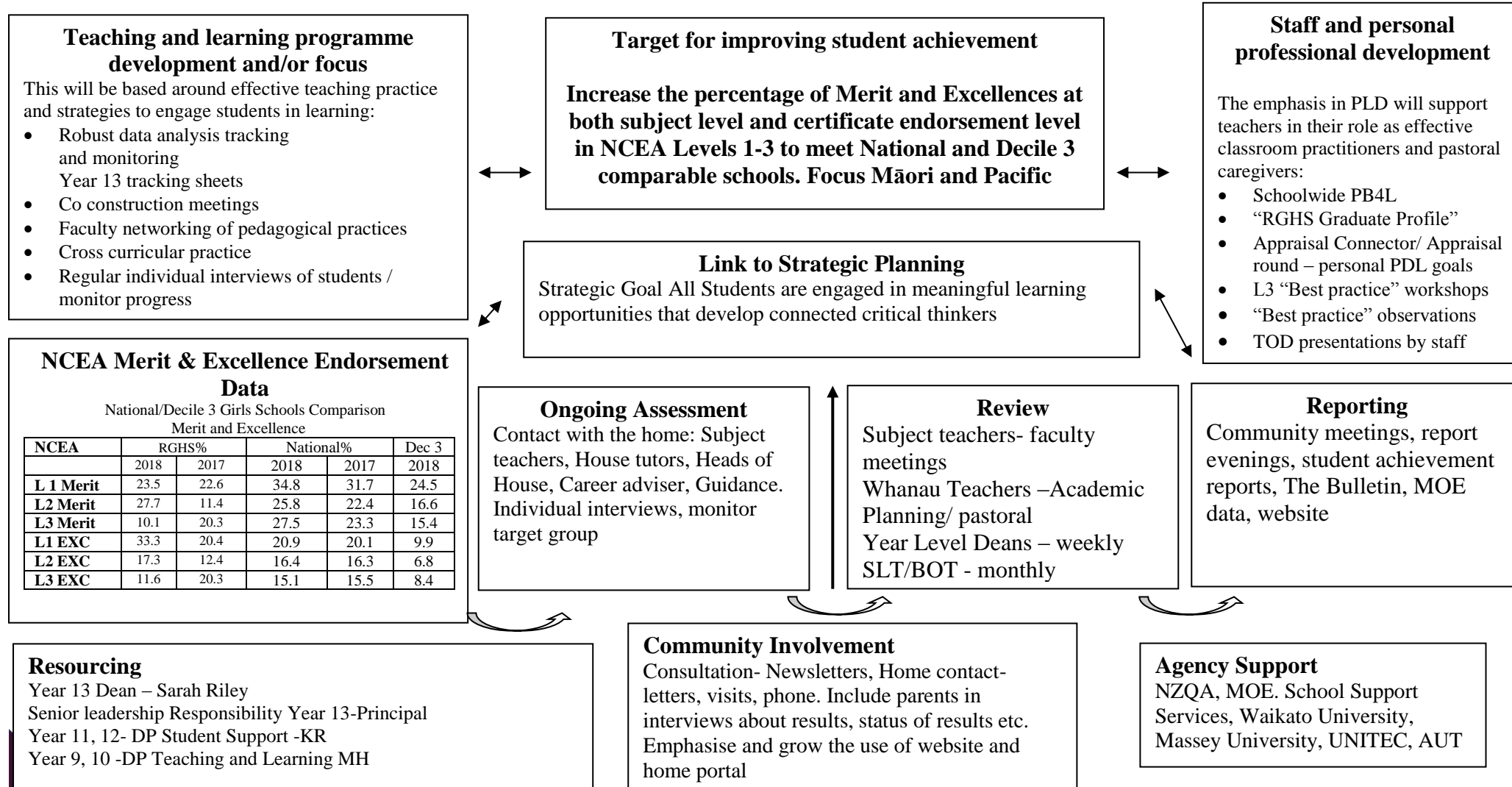
Level 1	Māori and Pacific)	For
Level 2	Māori and Pacific)	Merits and
Level 3	Māori and Pacific)	Excellences



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ACHIEVEMENT TARGET 5 FOR ROTORUA GIRLS HIGH SCHOOL-Year 2019



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Target 6 - Attendance

The average student attendance
in 2019 will be 85%

Focus:	Year 9	Māori and Pacific
	Year 10	Māori and Pacific

85% for all students representing the school
or wanting to attend special functions e.g. school ball

ACHIEVEMENT TARGET 6 FOR ROTORUA GIRLS HIGH SCHOOL - Year 2019

RAISING ATTENDANCE SCHOOL WIDE – 2019

(LINKS to Strategic Direction for: Academic Achievement, Academic Planning, PB4L (TE AO), Leadership)

ATTENDANCE TARGETS:		TARGET
<ul style="list-style-type: none"> Strategic Priority 3: All students and staff are supported emotionally, spiritually and physically. 3.6 Attendance is monitored and linked to achievement Target for 2019 is 85% (85% in 2018) Target for 2019 is 85% for students representing the school in sporting, cultural, academic, performing arts arenas or attending the school ball 	<p>Ongoing Monitoring. Term Analysis. Monitored throughout the year for Students representing the school and for attendance at the school Ball in Years 12 and 13.</p>	
<p>ACTIONS WE WILL TAKE:</p> <p>Phase 1: Set up Attendance Tracking and Monitoring Process to provide transparency for all.</p> <ul style="list-style-type: none"> Identify a member of SLT with responsibilities for overseeing the Attendance across all four houses: Witarina, Makereti and Taini. Appoint 3 Heads of House to help raise House Spirit and Attendance. Deans use data to identify priority students and ensure that all staff are aware of deliberate actions implemented(Google Doc) during Thursday pastoral meetings. 	<p>TIMEFRAME</p> <p>Start 2019 KR Deputy Principal – Student Support Start 2019 Witarina House (Olivia Holmes), Makareti House (Puarito Jennings), Taini House (Felicity Kaiwai) Year 9 (Trish Pike) Year 10 (Jaylene Tamati) Year 11 (Janyae Biddle) Year 12 (Ngaire Tepania) Year 13 (Sarah Riley)</p>	

<ul style="list-style-type: none"> • Link to Leadership appoint House Captains and Deputy House Captains • Senior Leaders will work with Heads of House to raise Attendance. • Link to Academic Achievement (Attendance = Achievement) • Regular tracking and monitoring by staff and Deans on student achievement for FCEA, JCEA and NCEA as this is linked to their attendance. • Regular tracking and monitoring by staff and Deans on Priority Learners achievement for FCEA JCEA and NCEA as this is linked to their attendance. • Link to TE AO (PB4L) T = The willingness to learn: RESILIENCE <ul style="list-style-type: none"> ○ and E = Engaging to Achieve: INTEGRITY • Reward TE AO rewards for T = the willingness to learn: Term 1 focus and throughout the year. • Reward TE AO rewards for E = engaging to achieve: Term 2 focus and throughout the year. • Reward TE AO Certificates and Badges at School Assemblies to celebrate success. • Staff to refer regularly to their Staff PB4L Handbook to TE AO criteria. • Link to Academic Planning sessions #1 and #2, attendance to be included in student academic goals. • Meet with the Deans and Heads of House to define roles re raising attendance school wide. (Deans overview, HoHs encourage and celebrate success) • Meet with Staff to provide PLD on the roles of the Deans and HoHs regarding Attendance. • Set up a weekly tracking sheet of House Attendance. • Graph the weekly tracking sheet of House Attendance • Share the weekly tracking sheet and Graphs of House Attendance with Staff. 	<p>Start Term 1</p> <p>Ongoing Term 2, 3, 4</p> <p>Start Term 1</p> <p>Ongoing Term 2, 3, 4</p> <p>Ongoing Term 2, 3, 4</p> <p>Start Term 1</p> <p>Ongoing Term 1, 2, 3, 4</p> <p>Start Term 1</p> <p>Ongoing Term 1, 2, 3, 4</p> <p>Start Term 1</p> <p>Ongoing Term 2, 3, 4</p> <p>Start Term 2</p> <p>Ongoing Term 3, 4</p> <p>Start Term 1</p> <p>Ongoing</p> <p>Start of Term 1, 3,</p> <p>Ongoing</p> <p>Start of Term 1</p> <p>Ongoing Term 2, 3, 4</p> <p>Start Term 1</p> <p>Meetings occur Start Term 1</p> <p>Start Term 1</p> <p>Start Term 1</p>	
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<ul style="list-style-type: none"> • Share Attendance Graphs with students during Whanau period to encourage and celebrate improved attendance. • Share Attendance Graphs with the BOT. • Meet with Heads of House and Deans • Run Deans Meeting on Thursday morning to celebrate attendance. • Celebrate 100%, 95%, 90% Certificates at House Assemblies once a Term. • Celebrate 100% attendance in the school Bulletin. • Celebrate attendance success on Whanau Blogs and Whanau Walls. <p>Phase 2: Link Attendance to House Points</p> <ul style="list-style-type: none"> • Celebrate the Winning House for Attendance and issue a prize. • Meet with Sports Co-ordinator to set up Attendance in House Points: • Winning House each week receives 100 points (1st) • Second House each week receives 70 points (2nd) • Third House each week receives 30 points (3rd) • (Possible 2,000 points per Term based on a 10-week Term) • Overall Winning House for the Term will receive House Points towards the House Trophy at Prizegiving at the end of the Year. 	<p>Share Weekly on Mondays via email Share Weekly on Mondays via email Share Weekly Monthly Start of Term 1, Weekly Start of Term 1, Weekly End of Term 1, 2, 3, 4 End of Term 1, 2, 3, 4 Term 1, 2, 3, 4</p> <p>Start Term 2 Ongoing Term 2, 3, 4</p>	
<p>WHAT WE WILL NEED</p> <ul style="list-style-type: none"> • Staff PLD time. • Regular weekly attendance print outs from KAMAR. • Regular weekly meetings with the Deans and HoHs • Regular school wide attendance sheets for Deans, HoHs and Whanau Teachers in readiness for Tuesday, (HoHs) and Thursday (Deans) meetings with staff. • Regular meetings with all staff on Thursday morning. • To meet twice a Term with the Sports Co-ordinator to go over House Points. • Certificates, Prizes to celebrate success. 	<p>Term 1, 2, 3, 4 Monday each Week</p> <p>Term 1, 2, 3, 4 Thursday each Week Term 2, 3, 4 Term 2, 3, Term 1, 2, 3, 4</p>	



“Crafting Future Leaders”

ROTORUA
GIRLS
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Supporting Documents on Operations, Governance and Management

Curriculum:

Key school documents that inform the 2019 Charter relating to curriculum include;

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

Finances:

Key school documents that inform the 2019 Charter relating to finances include;

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

Health and Safety:

Key school documents that inform the 2019 Charter relating to health and safety include;

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

Human Resources

Key school documents that inform the 2019 Charter relating to human resources include;

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

Property:

Key school documents that inform the 2019 Charter relating to property include;

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

