



School Charter
Strategic and Annual Plan for
Rotorua Girls' High School

2021 - 2023

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Rotorua Girls' High School
Introductory Section - Strategic Intentions

Mission Statement	<p>“Whāia ko te mātauranga hei whītiki te iwi kia toa ai” Seek ye from the fountain of knowledge so the people may be uplifted, thrive and prosper. Quaerite ergo scientiae fontesi</p>
Vision	<p><i>Where young women belong, contribute and excel with purpose</i></p>
Values	<p>TEAO The willingness to Learn Engaging to Achieve Always shows respect Offers to serve</p>
Māori Dimensions and Cultural Diversity	<p>In 2021 our school ethnic demographic is 81.7% Maori, 9.8 % Pakeha, 3.6% Asian and 3.4% Pasifika</p> <p>We have close links with all Te Arawa whanau and in particular with Ngati Whakauae. As a school we place emphasis on culturally responsive pedagogy. It is the basis of our teaching and learning practice and sits at the heart of our professional development.</p> <p>From 2017 we have been participants in ‘Poutama Pounamu’ which is a professional development tool to encourage, foster and grow culturally responsive relationships between teachers and learners in the school. In 2020 most of the Senior Leadership team are participating in a blended learning online course delivered by the University of Waikato.</p> <p>In 2020 we entered a strategic partnership with Ngati Whakauae with will form the bedrock of the school in terms of tikanga, kaupapa and whenua</p>

Strategic Goals	<ol style="list-style-type: none"> 1. To develop engaged, motivated learners who are achieving personal excellence while pursuing purposeful pathways (excel) 2. To nurture confident resilient and caring young women who enjoy a sense of belonging and wellbeing (contribute) 3. To partner with and sense the needs of our whanau and community (belong)
------------------------	---

Baseline Data or School Context						
Students' Learning	Enrolled based data					
		2017	2018	2019	2020	Target 2021
	L1 - All	81.6	69.9	72.6	64.8*	80
	L 1 Maori	78.0	71.8	69.1	63.0*	80
	L1 Pasifika	83.3	80	77.8	70.0*	80
	L2 All	94.6	72.4	87.5	86.4*	85
	L2 Māori	95.2	95.2	87.7	83.3*	85
	L2 Pasifika	82.9	80.0	88.2	90.0*	90
	L3 All	83.2	77.8	73.7	87.0*	90
	L3 Māori	81.5	73.8	72.5	82,6*	85
L 3 Pasifika	100	71.4	75.0	91.7*	90	
	*Provisional results only					
Student Engagement	RGHS School Attendance data					
School Organisation and Structures	Revised senior leadership structure					
Review of Charter and Consultation	9 March Board of Trustees					

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2018 - 2021
Students' Learning	<p>Improve NCEA Results Y11 to 13 with emphasis on Y11 Level 1 results</p> <p>All students in Year 10 are operating at Level 5 of the curriculum by the end of the year</p>	<p>Implantation on intervention programmes for 'at risk' students. (2021 Y11 working party)</p> <p>Tracking by AP Y11 to 13/ Y11 Dean</p> <p>Appropriate courses are selected by students so that academic success is achievable</p> <p>All teachers are expected to support senior students to achieve at least 15 NCEA credits</p> <p>(Junior School AP to track Y9 and 10 as well)</p> <p>(E-Asttle entrance testing for new junior students throughout the year. Intervention by SENCO if necessary)</p> <p>Use of the Learning Support Coordinator to monitor and intervene with Learning register)</p> <p>Digital Curriculum implementation team</p>
Student Engagement	Attendance statistics improve to at least 85% attendance	<p>Monitoring by AP i/c Attendance with Attendance officer</p> <p>Work with Rotorua Central COL to assist with whanau</p> <p>Close monitoring and intervention with Deans and Whanau teachers</p>
School Organisation and Structures	Senior leadership restructure	<p>In play for January 2021</p> <p>To be monitored at the end of term 1 2021</p> <p>DPs to have more of a leadership role including duty days out and about in the school</p>

Personnel	Build capacity throughout curriculum levels Embed DP/AP leadership structures	Work to have Curriculum Leaders and Assistant in all areas Mentoring of all by Principal and DPs
Property	New 5 year plan	As per 5-year plan including grant for the improvement of outside facilities Hostel feasibility study Masterplan implantation from 2020
Finance	Review of outsourced contracts continue	2020 – Photocopying 2021 work continues

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Students' Learning	Level 1, 2 and 3 results show improvement with particular emphasis on NCEA L2 in 2020	We achieve NCEA Level 1 80% (participation) in 2021 Level 1 Numeracy will be 85% Level 1 Literacy will be 95% UE Literacy will be 85%	Consistent monitoring and interventions are undertaken for priority students AP i/c Y11 to 13 tracking priority students ' Work with Y11 to 13 Deans and senior school leader Appropriate courses are available for student of all levels – work with curriculum leaders to make sure curriculum fits the needs of students of all abilities

<p>Student Engagement</p>	<p>Student attendance will be on the rise</p>	<p>RGHS Overall attendance will be 85%</p>	<p>AP i/c Attendance monitors and intervenes as appropriate</p> <p>Liaison with attendance officer and Deans/ Whanau teachers/ DPs to intervene as required</p>
<p>School Organisation and Structures</p>	<p>Senior leadership restructure supports teaching and learning</p>	<p>The new structure is embedded into our day to day programme</p> <p>Teachers and students are supported</p> <p>Less formal discipline is undertaken</p>	<p>Each term another review is made to check that appropriate system are functioning the best they are able</p> <p>Discipline statistics reflect students engaged in learning</p>

Improvement Plan - Domain: Learning

Strategic Goal 1. Improve NCEA results with particular emphasis on NCEA 1

Annual Goal Improve level one results by improving literacy credit attainment

Baseline data and Annual Target *Literacy and numeracy data Y11) NCEA Level 1 results*

% Pass rate	2018	2019	2020	2021
NCEA L2	72.4	83.7% (NB 2019 L1 67.5)	86.4	88%
Literacy	85.8	83.8	82	90%
Numeracy	81.4	73.5*	72	80%

Key Improvement Strategies *NCEA L1, 2 and 3 achievement is on the rise*

When	What (examples)	Who	Indicators of Progress
2020 NCEA data shows improvement	<p>Intervention and tracking of 'at risk' students throughout term 1 to 3</p> <p>Students who are short of credits in term 4 are given programme to accelerate their achievement</p> <p>DPs and AP and Deans track and monitor the at risk group</p> <p>Y12 and 13 students who wish to attempt scholarship will gain support throughout the year</p>	<p>Principal</p> <p>DP</p> <p>AP</p> <p>Deans Y11 to 13</p>	<p>Improvement in NCEA in 2021</p> <p>NCEA L1 80%</p> <p>NCEA L2 85%</p> <p>NCEA L3 80%</p> <p>We gain scholarship passes</p>
Monitoring	<p>Regular feedback sessions with team overviewing students in particular at the end of term 3 and into term 4</p> <p>Conferencing meetings each term</p> <p>Reporting to whanau each term</p>	All staff	As above

Resourcing	Appointment of AP to track Y11 to 13 progress	TP	
-------------------	---	----	--

Improvement Plan - Domain: Learning				
Strategic Goal 2. Attendance statistics are on the rise			Annual Goal the school gains 85% attendance	
Baseline data and Annual Target <i>Literacy and numeracy data Y11</i>				
Attendance stats for RGHS	2018	2019	2020	2021 target
	81.3	78.1	83.3	85
Key Improvement Strategies <i>NCEA L1, 2 and 3 achievement is on the rise</i>				
When RGHS attendance is on the rise	What (examples)		Who	Indicators of Progress
Monitoring	Regular follow up of student who display attendance issues Whanau meetings (at home or at school) Regular and prompt follow up Use of House Leaders to follow up on a Tuesday morning with whanau teachers		Whanau teachers Deans AP – attendance	Less students appear on the ‘at risk register’
Resourcing	As required			

Improvement Plan - Domain: Learning

Strategic Goal 3. New leadership structure is developed and embedded

Annual Goal The school has appropriate structures in place to support teaching and learning at RGHS

Baseline data and Annual Target *the number of discipline interventions decline as students are engaged in a positive learning experience*

Stand down rate	2017	2018	2019	2020	2021
Stand down	23 (11/8/4/0)	6 (2/2/2/0)	21 (9/6/6/0)	17 (3/8/6/0)	As little as possible
Suspension	23 (5/10/16/4)	14 (12/2/0/0)	23 (8/13/2/0)	6 (0/0/6/0)	As little as possible

Key Improvement Strategies *NCEA L1, 2 and 3 achievement is on the rise*

When	What (examples)	Who	Indicators of Progress
New Leadership structure gives support to the school community so that teaching and learning can progress the best it is able	<p>Poutama Pounamu initiative support and encourages culturally appropriate relationships</p> <p>PB4L is embedded in classroom and out of classroom events</p> <p>Intervention is undertaken for students who are at risk on not achieving NCEA in the year level they are part of</p> <p>'Hot house Girls' Y11 to 13</p> <p>'Learning Hub Y9 and 10'</p>	<p>Principal</p> <p>DP</p> <p>AP</p> <p>Deans</p>	<p>Less need for interventions from the formal discipline system</p>
Monitoring	<p>Deans and AP and DP work with each year group to support an appropriate learning plan for each student</p> <p>Poutama Pounamu/PB4L carries on as a major focus within the staff</p>	All staff	As above

Resourcing	Management Units and Staffing is deployed in appropriate areas	All staff	As above
-------------------	--	-----------	----------

Other 2021 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Use of 5YA Implementation of the one-off grant for work outside of the classrooms (underway summer 2020/2021) 2020 Masterplan implementation	To be updated each month to the Board of Trustees	<ul style="list-style-type: none"> Carry on looking at out sourced contracts 	Reports through to Finance and Property committee
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> The best staff possible are employed at RGHS Staff are retained Staff are given appropriate support through school wide PLD programme 	See monthly reports	<ul style="list-style-type: none"> Relationships with other schools in the Rotorua District are fostered and developed Work with the Rotorua Central COL carries on Other relationships are developed and maintained 	See monthly reports
<ul style="list-style-type: none"> Hostel Feasibility Project 		<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> Overview of communication with the wider school whanau 		<ul style="list-style-type: none"> 	

<ul style="list-style-type: none">• Te Kunenga o Rautāwhiri (the transition of Rautāwhiri)		<ul style="list-style-type: none">•	
--	--	---	--