

TE WHARETĀPERE O TE KURA O



He tirohanga whakamua

## HE MIHI...

To the collective that is Ngāti Whakaue and the trust that you have accorded us with the taonga that is whakapapa, e kore e mutu ngā mihi aroha.

We have listened and taken heed of everything you placed before us. Our journey forward is a reflection of you as much as it is a reflection of ourselves. We are grateful that it is not a journey that we will need to make alone.

This is what it is to live the principles of Mana Whenua and this is what it is to express Mana Ōrite.

Hei whakamutunga, Mihaere, ki te kore koe, ka aha au? Ko koe hoki tērā Laurelle - nōku te whiwhi, kia maumahara koe ki tērā. Ki a Aunty Norma, taku pou, kei konei te hua o tō kaitiakitanga, he mihi manahau, he mihi aroha hoki.

Nā tēnei uri a Tunohopu me Te Roro o te Rangi noa nei, nā Aramoana.

*'Hei aha au te mate noa ake i taku pākārito, ka tupu.'*

I te tau rima tekau mā Iwa  
i tū motuhake ai taku kura -  
Te Kura o Ngā Kōhine, Ko Rautawhiri.  
Tōna kaupapa -  
Kia hikitia te mana wāhine,  
Kia hāpaitia te mana wairua.

E hine mā,  
Kia ngākau aroha - Rangiuru te  
wahine!  
Kia manawa tītī - Hinemoa te wahine!  
Kia ngākau pono - Rukuwai te  
wahine!  
Kia maruwehi - Karenga te wahine!  
Ko ēnei aku pou o  
Te Kura o Rautawhiri

## VERSE 1

In the year 1959  
my school was established as a  
separate school – RGHS.  
Founded upon the tenets –  
To empower women,  
And uplift them spiritually.

## CHORUS

Girls,  
Be empathetic – like Rangiuru, a  
woman of mana!  
Be resilient – like Hinemoa!  
Have integrity – like Rukuwai!  
Be respectful – like Karenga!  
These are the pillars of  
Rotorua Girls' High School.

Ko ngā whakapātaritari  
Me uaua e whakatutuki ai.  
Mā te tohe, mā te ū, e eke ai .  
Tōna tikanga -  
Ki te kore nei he takaoraora,  
Ka tupu kore, ka rea kore, auē!

E hine mā,  
Kia ngākau aroha - Rangiuru te  
wahine!  
Kia manawa tītī - Hinemoa te wahine!  
Kia ngākau pono - Rukuwai te  
wahine!  
Kia maruwehi - Karenga te wahine!  
Ko ēnei aku pou o  
Te Kura o Rautawhiri



## VERSE 2

The challenges [we face]  
Ought to be difficult to overcome.  
By persistence and perseverance we  
will overcome. It would seem –  
If there is no struggle,  
There is no growth, no maturation,  
alas!

## CHORUS


Girls,  
Be empathetic – like Rangiuru, a  
woman of mana!  
Be resilient – like Hinemoa!  
Have integrity – like Rukuwai!  
Be respectful – like Karenga!  
These are the pillars of  
Rotorua Girls' High School.

## PROCESS

- Iwi consultation and appointment of Advisors
- Development of kaupapa
- Development of key themes and values
  - Ngā Pou, Ngā Whainga
- Implementation of NELPs
- Alignment to current Strategic Charter
- Draft strategy for 2022 - 2025
- Approval from Advisors and iwi representatives
- First presentation to Board - Nov 2021
- Further presentations to school communities

## Through the eyes of Ngāti Whakaue

Anchoring Ngāti Whakaue through;

- Māori narrative (Whakapapa and Metaphor)
  - Strategic Overview
    - Ngā Pou
    - Ko te ahua o te poi
    - Ko te rerenga o te poi
- 
- Clear line of sight
  - Strategic Goals
  - NELPs
  - Action Plan
  - School goal areas

VISION → MISSION



NGĀ POU
<b>KAITIAKI</b> Strategic Goals
<b>KO TE AHUA O TE POI</b> NELP Objectives
<b>KO TE RERENGA O TE POI</b> School Goals & Behaviour Mechanisms



## VISION

*Where young women belong, contribute and excel with purpose*



## MISSION

*Whaia ko te mātauranga hei whitiki te iwi kia toa ai*

NGĀ POU				
KAITIAKI	RANGIURU Whakaue Kaipapa	HINEMOA Tūtānekai	RUKUWAI Tūnohopū	KARENGA Te Matapihi
NELPs	Learners are at the centre	Barrier free access	Quality teaching & Leadership	Future of learning & work
STRATEGIC GOALS	<ol style="list-style-type: none"><li>1. To develop engaged, motivated learners who are achieving personal excellence</li><li>2. To nurture confident, resilient, and caring women who enjoy a sense of belonging and well being.</li><li>3. To partner with and sense the needs of our whānau and community</li></ol>			



## KO TE AHUA O TE POI

### NELPs

#### POI RAUPŌ

Learners are at the centre

The coarse fibres and weight of the poi improve dexterity and agility. **RANGIURU**, our matriarch keeps our learners and their whānau at her heart. She strengthens our resolve to keep them at the forefront of all that we do.'

### As indicators

*'Learners with their whānau are at the centre of education'*

#### POI PIU

Barrier free access

The sound of the poi piu fills the air. **HINEMOA** manipulates the movement of sound through poi to fill every space. She cannot be denied or ignored and the design is seamless and without end. She ensures that there are no barriers of access for our learners.'

*'Great education opportunities and outcomes are within reach for every learner'*

#### POI TĀNIKO

Quality teaching and learning

'The intricacy of the design of this traditionally woven poi is not lost in the hands of **RUKUWAI**. She understands its beauty and what it takes to bring these threads together. She calls us to embody the principles of **Cultural Relationships for Responsive Pedagogy**.

*Quality teaching and leadership make the difference for learners and their whānau*

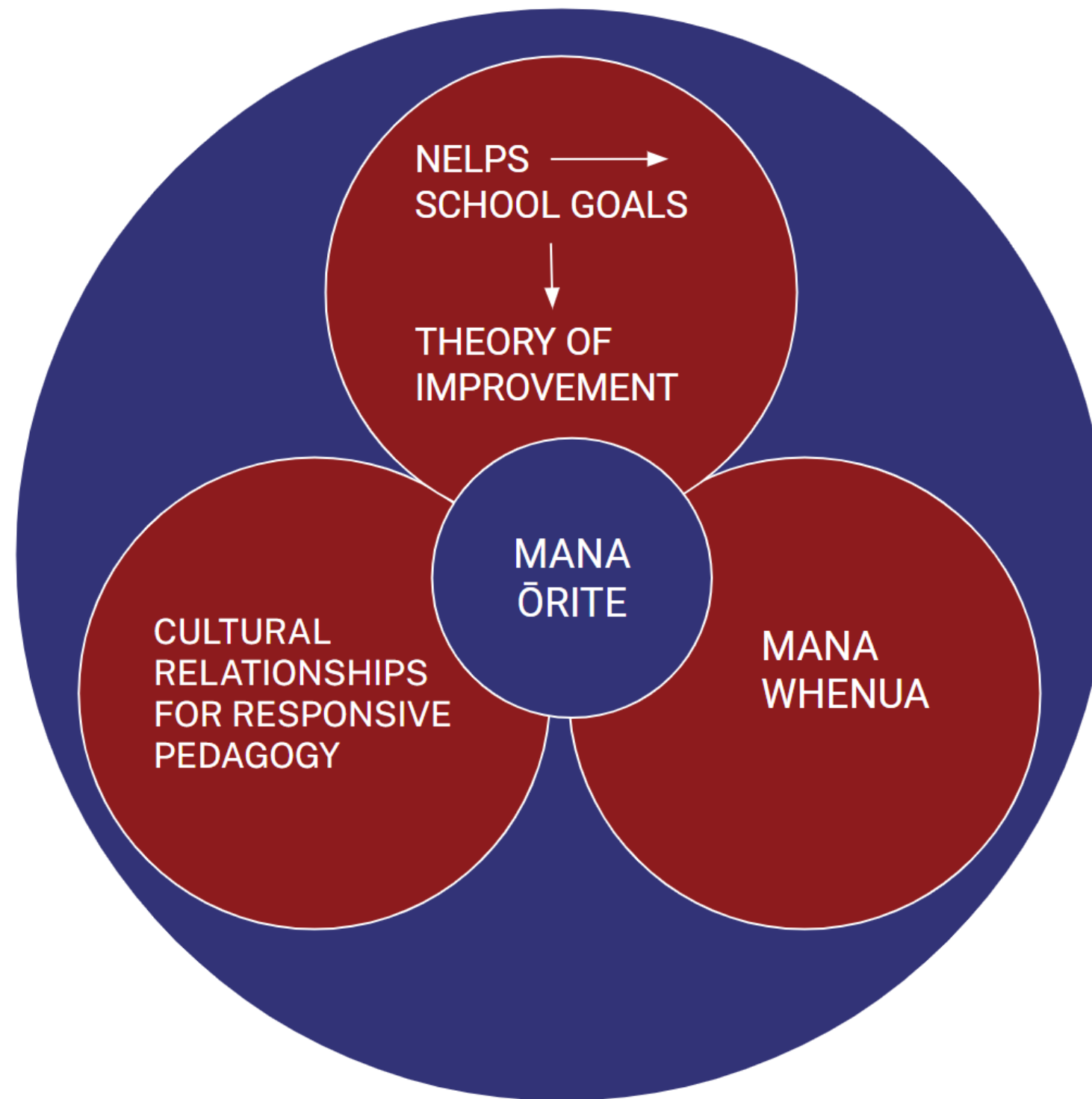
#### POI WAEROA

Future of learning and work

'Like the long poi that flows and twirls seamlessly, reaching every corner of its movement, **KARENGA** makes ready the future learning pathways and work possibilities for our learners.

*Learning that is relevant to the lives of New Zealanders today and throughout their lives*

I WAENGANUI PŪ



## KO TE RERENGA O TE POI

**The Kaitiaki calls...**

**POI TAKAHURI**

Learners are at the centre

**TAKAHURI,  
TAKAWIRI**

The Learner comes to life in this move. We hear her beating heart and she centers our attention. Our actions are constant, steady and rhythmic. The beat belies the intensity of the learning experience

**POI PATUA**

Barrier free access

**KAKAPA ANA**

This move depicts the aspirations and passion of the learner  
Whatever it is she wants to do, she can. The sound of the piu and the twirling piu draws on her passion and it keeps growing and evolving.

**POI KIA RERE**

Quality teaching and learning

**WHIUA ATU RA**

The intricate twirling of the poi shows a level of mastery that denotes balance, grace, passion and strength. In any single move the quality of what it takes to teach the move and learn the move align.

**POI PURITIA**

Future of learning and work

**KŌKIRI TE HAERE**

In this move, the long poi encourages the learner to move forward into her future. The poi reaches every possible space and beyond. The learner is encouraged to journey but always carry her sense of self as she moves.

**IMPLEMENTATION  
OF THE NELPS**

<b>NELPs</b>  <b>Value</b>  <b>As indicators</b>	<b>Rangiuru</b>  <b>Empathy</b>  Learners are at the centre  <i>'Learners with their whānau are at the centre of education'</i>	<b>Hinemoa</b> <b>Resilience</b>  Barrier free access  <i>'Great education opportunities and outcomes are within reach for every learner'</i>	<b>Rukuwai</b> <b>Integrity</b>  Quality teaching and learning  <i>Quality teaching and leadership make the difference for learners and their whānau</i>	<b>Karenga</b> <b>Respect</b>  Future of learning and work  <i>Learning that is relevant to the lives of New Zealanders today and throughout their lives</i>

Annual Plan Strategic Goal 1:	To develop engaged, motivated learners who are achieving personal goals			
Initiative 1:	Mentoring Programme which allows all ākonga to set goals and tracking progress towards achieving personal excellence			
Outcome (SIF)	Learners are equitable with strong systems to sustain and support student achievement for all of our learners			
Measures	<ul style="list-style-type: none"> <li>NCEA Data is in line with National Girls Schools data</li> <li>Years 9 and 10 data meets and exceeds expectations</li> <li>Student voice that shows we have strong relationships between staff and students in the kura</li> <li>Whānau teacher tracking shows - students gain support to work on their learning goals through a learning goal programme</li> </ul>			
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Retreat with the Pastoral & Head of House team to set up programme for 2023	Deputy Principal - Pastoral Head of Senior School/Head Junior School Deans	Te Puia Conference Centre Relief Thursday 24 November 2022 8-3.30pm	1-day Hui	Completed Term 4 2022
Horizontal whanau forms in 2023 (Junior class structure in Houses 2024/2025) (7 in each House - Y13 with House Leader)	Head of Senior School/Head Junior School Deans	Thursday 24 November 2022	Year Level Deans for their own level with support from Head of Junior/Senior School	Plans in place for 2023 Discussed in Teacher's Only Day 12 December 2022
PLD for Whānau teachers around Mentoring	Assistant Principal - PLD Deputy Principal - Pastoral Assistant Principal - Daily Ops	PLD Mentoring Session	Part 1 with Deans Thursday 24 November 2022 Part 2 with Full Staff Monday 12 December 2022	KR & DD
Setting up individual student Goal setting Portfolios	Whānau teachers, Heads of Houses	PLD Teacher Only Day Session	31 January 2023	TP
Whānau teacher Tracking	Whānau Teachers	Kamar Throughout 2023	Refer to Kamar dates (add in Academic Review/Planning)	RL & TP
Gathering Student/Whānau Voice - Curriculum area	Deputy Principal - Pastoral Whānau Teachers Deputy/Assistant Principal - Curriculum	Google Forms	Term 1 & 3-4	

Student Voice	KR		Raewyn is piloting this programme to be implemented through the Wellness Center	
Parent/Teacher Interviews/ Reports	AP - Reporting Teachers	On-line booking schedule		

Annual Plan Strategic Goal 1:	To develop engaged, motivated learners who are achieving personal goals			
Initiative 2:	CR RP (ETP) - Developing an effective teacher profile which is inclusive of the cultural relationship for responsive pedagogy to engage and motivate ākonga / learners			
Outcome (SIF)	Responsive Curriculum and Planning - A strong culture of teaching and learning exists with an emphasis on equity for Maori and Pacific Island students			
Measures	<ul style="list-style-type: none"> <li>Develop a professional growth cycle that targets and supports the ETP</li> <li>Gather student and whānau voice</li> <li>regular and different ways of conversations with our community</li> </ul>			
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Staff Meeting to contribute to Rautāwhiri ETP	TP/RL Full staff	RGHS Internal Support team Meeting 1st November 2022.	Term 4 with review of dates for 2023	Week 8
Meeting with Senior Leadership to confirm ETP	TP/RL	Meeting 7th December 2022 to confirm and finalise ETP	Out for consultation with Staff 14 December	
Presentation to staff of ETP -	TP/RL	Time on Teacher Only Day. ETP printed off.	TOD 2023	
Create Rautāwhiri observation Tool which links to ETP	TP/RL		Term 1 2023	
PLD - Rautāwhiri ETP and Observation	RL/TP ETP Panel		End of Term 1 2023	
Implement the Observation Cycle	TP/RL		Term 2 onwards 2023	



	Curriculum Leaders			
Gather Whānau, Student and Staff Feedback through Surveys from Rongohia te Hau (TP/RL) - Also linked to Initiative 1	TP/RL		From Term 1 2023	
Set PLD for Staff to meet Responsive Pedagogy needs	TP/RL/MH		From Term 1 2023	
Curriculum Review for each Learning Area	MH BOT	Mathematics Term 1 2023 Humanities Term 2 2023 Creative Arts Term 3 2023 Hostel Term 4 2023 Maraautanga Term 1 2024	NS VR DN LP TM	

<b>Annual Plan Strategic Goal 1:</b>	To develop engaged, motivated learners who are achieving personal goals			
<b>Initiative 3:</b>	Developing learner agency through the creation of a learner profile (key/ learning competencies)			
<b>Outcome (SIF)</b>	<i>Effective Teaching - continuous improvement</i> <ul style="list-style-type: none"> <li>● CR RP/ ETP</li> <li>● Classroom culture</li> <li>● Effective teaching strategies</li> <li>● Student agency</li> <li>● Reporting to whānau , Board and community</li> </ul>			
<b>Measures</b>	<ul style="list-style-type: none"> <li>● report to whānau regarding the key competencies and progress</li> <li>● students āko (partner their learning)</li> <li>● regular celebrations of student success</li> <li>● Ensuring the timetable meets the needs of the staff and students</li> <li>● The correct pastoral systems are in place</li> </ul>			
<b>Monitoring and Evaluating Impact</b>	<b>Ongoing reflections (narrative) Tool</b>	<b>Date</b>	<b>Person Responsible</b>	<b>Progress Discussion</b>
<b>Key Actions</b>	<b>Staff Accountable/Responsible</b>	<b>Resources</b>	<b>Timeframe</b>	<b>Progress</b>



PLD to suit individual teachers' teachers strategies for improvement	/RL TP	Within school resources	Throughout 2023	
Work on what learner profiles actually are and the difference between the learner profile and graduate profile.	Full Staff PLD	From Term 1 2023	Term 1 2023	
Develop consultation on what is in our student learning profile with student focus groups	RL/TP Year group focus groups (20 from each year level)		Term 1 2023	
Construct the Student Learner Profile based on student and teacher feedback	RL/TP	From Term 1 2023	Term 1 2023	
Regular and ongoing teacher/ student conversations Student voice	Whanau Teachers	Academic Planning	Term 1 and Term 4	
Ability to cater for students of all learning backgrounds	Teachers SENCO UDL	PLD scheduled 26 February 2023		
Survey the community about the format of Junior Whanau classes in 2024	Whole SLT Team			
Move to 4 schools within a schools in 2024	Whole SLT team	Student numbers to continue to rise	The whole SLT team	March 1 Roll Data 2023 July Roll data 2023
Time table Review Team Move to 2025 NCEA Changes	TP/RL	Ongoing but implementation for 2023		

Annual Plan Strategic Goal 2:	To nurture confident, resilient, and caring wahine who enjoy a sense of belonging and well being			
Initiative 1:	Mai i Maketū ki Tongariro - Create a sense of belonging through exploring the mai Maketū ki Tongariro journey across the five years which aligns to Ngāti Whakaue/Te Arawa history			
Outcome (SIF)	<i>Responsive Curriculum and Planning</i> <ul style="list-style-type: none"> <li>All learners have a curriculum delivered that creates meaningful educational experiences</li> <li>The school has developed a strong localised curriculum</li> <li>The curriculum is constantly adapting- all students have agency with their learning and can identify a localised context to support their knowledge and understanding</li> </ul>			
Measures	<ul style="list-style-type: none"> <li>Each year level gets the opportunity to discover the story of Te Arawa as they travel through their whenua</li> <li>Developing a platform for our students to record their experiences</li> </ul>			
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Year 9 Noho - November “Mai i Maketū ki Tongariro”	MH Head of Junior School	Relief for 6 teachers incl MW & Year 9 Dean Rawiri Waru	Week 3, Term 1	Noho planned Week 2 2023
Year 10 - Rotorua Local Histories Tikanga/Kawa/Te Arawa/Ngati Whakaue connections (Ohinemutu / Ngongotaha - Pataka Korero)	MH Head of Junior School	Bus Relief for 3 teachers incl DV, MW Rawiri Waru	Over 2 days (90 each), Term 1 or 2 (tbc)	
Year 11 - Ohinemutu/Pukeroa (Rotorua Township / Mokoia - Pataka Korero)	MH Head of Senior School	Bus Relief for _____ teachers Rawiri Waru	Over 3 days, Week 2 - Term 2	
Year 12 - Tarawera/Matawhauroa/Buried Village (Taupo / Tongariro - Pataka Korero)	MH Head of Senior School	Bus Relief for _____ teachers Rangitahi Pene Rawiri Waru Accommodation	Week 3, Term 1	

Year 13 - Tongariro/Tauhara - Pataka Korero	MH Head of Senior School	Bus Relief for _____ teachers Mark Chapman Rawiri Waru - Scott Morrison, Maru Maniapoto Accommodation	Week 4, Term 1	
Aotearoa NZ History roll out in classrooms	Humanities Faculty (pilot during 2023)			
Wahine Tipuna discovery with '4 schools within a school' hikoi	MH Mercia Yates Heads of House	Time in relief as needed	Term 4 with Year 9 & 10 through EOTC Programme	

Annual Plan Strategic Goal 2:	To nurture confident, resilient , and caring wahine who enjoy a sense of belonging and well being
Initiative 2:	The school is strengthening significant connections, communication and relationships with Maori, whanau, hapu, iwi and parents, families and communities.
Outcome (SIF)	<p><i>Effective Teaching</i></p> <ul style="list-style-type: none"> <li>● Classroom culture - CR RP</li> <li>● Effective teaching strategies</li> <li>● Student agency</li> <li>● Continuous improvement</li> </ul> <p>A strong culture of teaching and learning exists with an emphasis on equity for Maori and Pacific Island students</p> <p><i>Responsive Curriculum and Planning / Partnerships</i></p> <p><i>Te Tiriti O Waitangi</i></p>
Measures	<ul style="list-style-type: none"> <li>● Guest Speakers</li> <li>● Whanau Teacher Contact</li> <li>● Academic Evenings</li> <li>● Assemblies</li> <li>● Cultural Events</li> <li>● Student/Whanau voice</li> <li>● Department review</li> <li>● Reporting to the BOT (1 each term)</li> </ul>

Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Ngāti Whakaue relationship continues	MH, MW, DV, TP , Rawiri Waru and Board of Trustees	Finances as required	Throughout 2023	
Host At-School events to foster whanau relationships	Meet the teachers Term 1 and 3 Y9 Parents BBQ Term 1 Events as required	Pastoral budget		
Curriculum Guest Speakers	Curriculum Leaders	Fees free mostly		
Encourage BOT involvement in school	DV and Board of Trustees Curriculum Area reporting		Throughout 2023	
School Prizegiving	TP, Wai, Raewyn, Carol, and Sarah R	Prize giving budget Knox Engravers certificates	Throughout 2023	
Pacific People	Fiona Collins		Throughout 2023	
Raukura	MH & Marautanga department			

Annual Plan Strategic Goal 2:	To nurture confident, resilient , and caring wahine who enjoy a sense of belonging and well being			
Initiative 3:	Developing the four House structure to create connected ākonga who demonstrate the school values			
Outcome (SIF)	<i>Learner wellbeing is well promoted. The school is <b>refining and strengthening</b> conditions, actions, and practices that promote learner wellbeing, resilience, and optimism, which includes te ao Māori and mātauranga Māori. Increasingly, the school implements well considered wellbeing approaches and services.</i>			
Measures	<ul style="list-style-type: none"> <li>• Structural changes (four schools within the school)</li> <li>• Horizontal Whānau groupings from 2023</li> <li>• Stories of their Wāhine Tipuna shared</li> </ul>			
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion

Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
School Visits to various marae	MH/ TP/ MW			
Te Whare Whawhao o Te Aokapurangi Hostel	DV	Separate Hostel Budget	DV, LP, and Tracey	Weekly meetings BOT reporting Meetings with various stakeholders
Rautāwhiri Spring Festival	Was successful in 2022 - plans to do this again in 2023	Time table interruptions	PK and TP	
Matariki Whakanuia Festival	MH, MW and Marautanga department		July	
House Spirit	Deputy Principal - Pastoral Care HOH, Whanau Teachers	House Budgets - activities, prizes, gifts, Banners	T1 - T4	
Smear Your Mea	Deputy Principal - Pastoral Care Wellness Centre Health Promotion	Wellness Centre Budget	T3	
Rainbow Group	Deputy Principal - Pastoral Care Wellness Centre	As required	T1 - T4	
Student Leadership Initiatives	Z Club, Homework clubs etc Year 13 Deans		T1 - T4	
Development of tikanga and reo in the school	Strategies through the year to build up capacity in the school			
<b>Initiative 4:</b> Review of sport in the school	DV, Carol Holt, KC and Sport BOP	From week starting 23 January 2023		

<b>Annual Plan Strategic Goal 3:</b>	To partner with and sense the needs of our whānau community
<b>Initiative 1:</b>	To further develop relationships with Ngāti Whakaue/Te Arawa to partner with the school to create our own localised curriculum
<b>Outcome (SIF)</b>	<i>Partnerships</i> <i>Te Tiriti O Waitangi</i>
<b>Measures</b>	<ul style="list-style-type: none"> <li>engaging with Ngāti Whakaue/Te Arawa regarding the learning at our kura</li> </ul>

Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Ngāti Whakaue relationship continues	Staff participating in Te Ahu o Te Reo Maori course	PLD time	Annual course	
Ngāti Whakaue advise and partner on kura strategic direction	DV and Rawiri Waru , MH and MW	Stipend for Cultural advisor	DV and Rawiri Waru MW, MH	
Ngāti Whakaue Education Endowment Board	Funding for Reading programmes. Liaison visits. MH/RL			
Identification of Iwi identity	MH/MW	Early term 1 2023		

Annual Plan Strategic Goal 3:	To partner with and sense the needs of our whanau community			
Initiative 2:	To make available boarding opportunities for all young women in the Waiariki Region			
Outcome (SIF)	Partnerships Te Tiriti O Waitangi			
Measures	<ul style="list-style-type: none"> <li>Te Whare Whawhao opens for boarding</li> </ul>			
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool	Date	Person Responsible	Progress Discussion
Key Actions	Staff Accountable/Responsible	Resources	Timeframe	Progress
Establishment of Hostel Working Group	DV, Toi ohomai (CFO and Facilities Manager) APR Consultants	Fee for consultants	Term 1, 2 and 3 2022	Committee disestablished but on call if needed Term 3 2022
Hostel Staff group established	DV , TP, and Tracey	Part of Hostel budget (staffing) School House	Term 3 2022 and beyond	Meeting weekly from Term 3
Hostel Finance committee	DV and Kirsty	Time for meetings Consultants	Term 3	

Handbook for Hostel written	DV and LP		Completed term 4 2022	
MoE Hostel Licence	DV and MoE	Hostel Licence fee	Granted Term 3 2022	