

Annual Report

Statement of Variance

The area of focus for the Board is how can we have more success for NCEA level one, especially with the implementation of the new NCEA Level coming in 2024 for the first time.

Tracking over the last couple of years has demonstrated to us that our year 11 cohort is the one that struggles with achievement at level one, we have also set annual goals around a rigorous tracking of attendance.

In 2024 our NCEA data trended down. This was because it was the first year of the new NCEA Level 1 qualification including the formative assessment (CAA examination) of Literacy and Numeracy. This also reflected the overall national trend. To help in this matter we have looked significantly at level 1 programmes and how to best meet the needs of the students; we have also looked out our junior programmes and while looking at localised curriculum and literacy and numeracy strategies that interweave through these programmes.

Annual Plan Strategic Goal 1:	To develop engaged, motivated learners who are achieving personal goals
Initiative 1:	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"> ● 2025 NCEA Level 1 results. ● 2025 CAA Results . ● 2025 Derive Grade results from Prelims. ● Attendance at External Exams - November ● Result tracking throughout during the Academic Year ● CAA for eligible year 10 Students 					
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool					Progress Discussion
Initiatives	Staff Accountable/ Responsible	What do you expect to see?	How do you measure success?	Resources	Timeframe	Progress
Literacy and Numeracy	RL, TP, DV	Literacy and numeracy strategic direction for the school is developed to make shifts into the literacy and numeracy results in CAA's, which affects overall level 1 achievement.	<ul style="list-style-type: none"> ● Survey results done at the start of year and end of year to draw comparisons. ● Staff PLD and Faculty buy in to initiatives and Strategies. 	Centrally funded initiative from the MoE	ongoing	Evaluation Associates Survey for: <ul style="list-style-type: none"> ● Staff -Survey - Week 3 during staff PLD. ● Survey

			<ul style="list-style-type: none"> NCEA summaries sent home regularly. 			<p>Results Gathered during whānau classes on Friday 6/3</p> <ul style="list-style-type: none"> Whānau survey is to go home with year 11 students due to the nature of the continuum <i>NB we feel working with EA is not gaining the successes we wished for . we maybe reviewing our participation in this initiative</i>
CAA Focus Group	RL, TP, BE,	Strategies that can be implemented school	<ul style="list-style-type: none"> Faculty Feedback on 	Time as required	Ongoing	Initial Meeting 23 Jan

	WL, and ND	wide to help strengthen Literacy and Numeracy across the school	Faculty Literacy (writing and reading) and Numeracy goals. <ul style="list-style-type: none"> Whānau time challenges to regularly focus specific literacy and numeracy skills 			Follow up Meeting 10 February. Starting week 3 whānau challenge with Literacy and Numeracy challenge. CAA - <i>May 19- 27th first round September 1 to 12 September - second round</i> <ul style="list-style-type: none">
Year 12 Numeracy Class	RL, ND, JYC	That students in the class successfully attain their numeracy credits.	CAA May Results		Term 1 and Term 2	These classes start from Tuesday 4/2 <i>We will carry this class into term 2</i>
Literacy and Numeracy Junior Classes	RL and LNC teacher s	<ul style="list-style-type: none"> Consistent delivery on Literacy and numeracy classes That the year 10 students 	e-asTTle testing - Reading, Writing, and Mathematics		Term 1, Term 3, Term 4	Testing has already started. Results should be available at the beginning of March.

		after mid year e-asTTle are ready to sit CAA				
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EVALUATION AND ANALYSIS OF THE SCHOOL'S AND STUDENTS' PROGRESS AND ACHIEVEMENT

ANALYSIS OF VARIANCE

NZQA Statistic Reporting for 2024 Results:

This is an analysis of the results for 2024 NCEA Level 1, Level 2 and Level 3.

Most reports will, by default, show **enrolled cumulative achievement data**, meaning that all achievement by a student is counted, even if that achievement was in a prior year. Enrolled data includes all Alternative Education students; it does not include the Rotorua School for Young Parents.

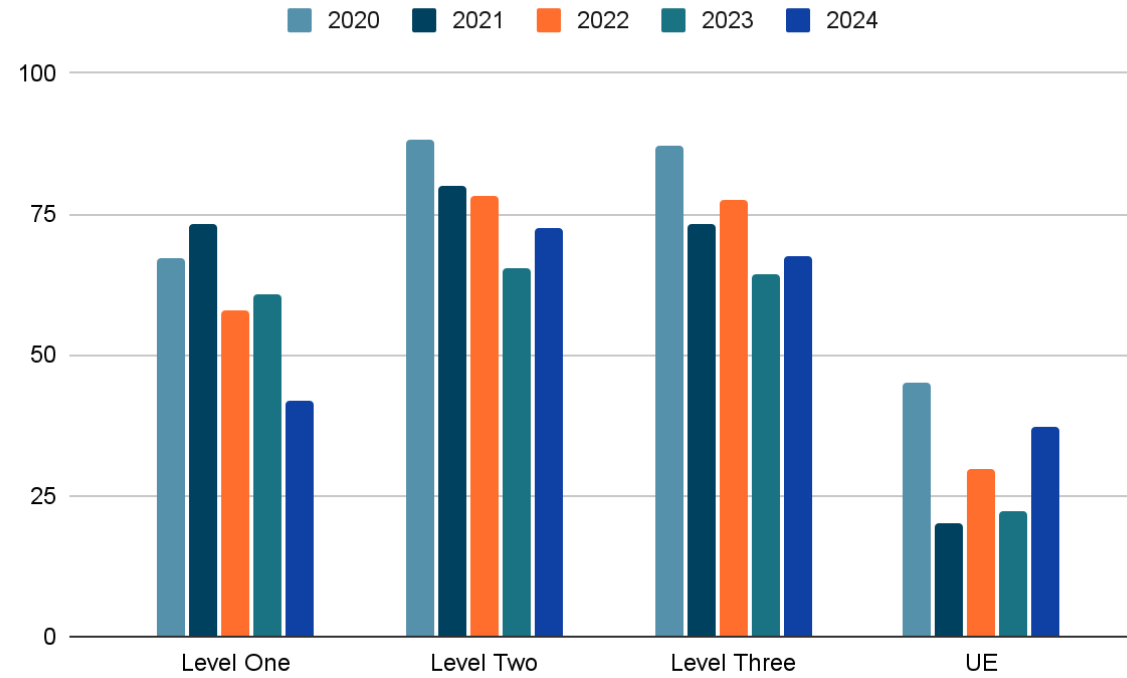
Below is the provisional enrolled, cumulative achievement data for 2024 based on initial results generated by NZQA. It should also be noted that in 2024 we ran the new NCEA format for level 1 subjects

ROTORUA GIRLS' HIGH SCHOOL PROVISIONAL ENROLLED CUMULATIVE DATA

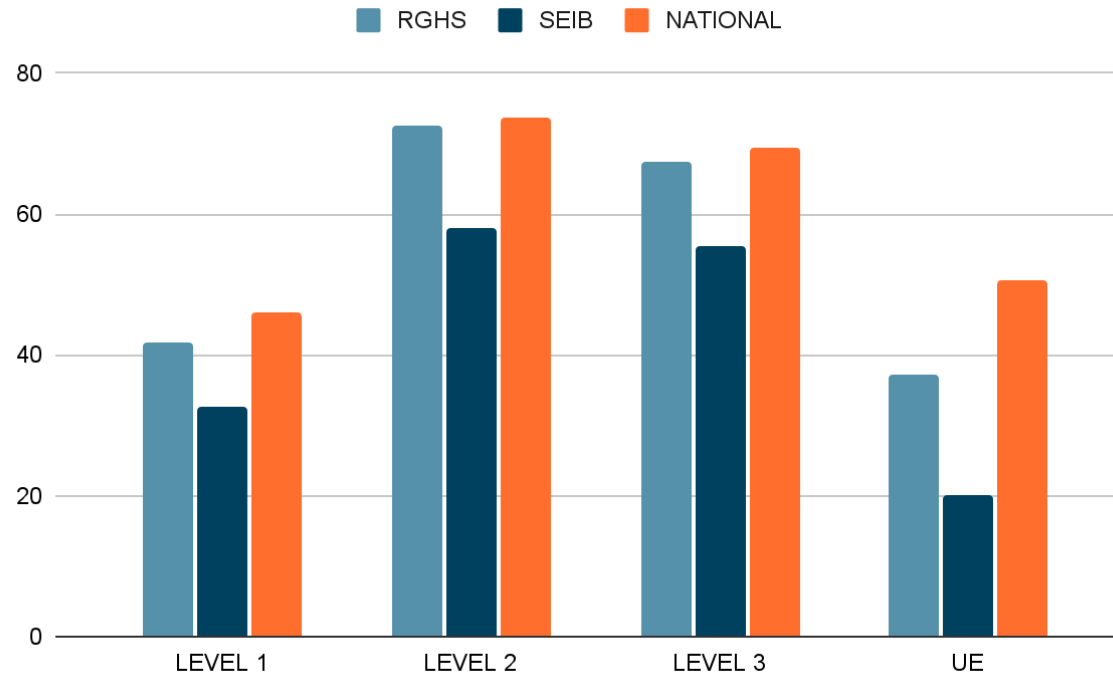
(as at 28 April 2025)

Below is a table comparing 2020, 2021, 2022 and 2023 cumulative data followed by a graph providing a visual representation of the data collected.

NCEA Year Level	2024 Results 14/1/2025	2023 Results 16/1/2024	2022 Results 19 /4/2023	2021 Results 24/03/2022	2020 Results 12/04/2021
1	41.7%	60.9% (+3%)	57.9% (-15.4%)	73.3% (+4.8%)	67.2% (+7.4%)
2	72.6% (+7.1%)	65.5% (-12.8%)	78.3% (-1.7%)	80% (-8.2%)	88.2% (+6.9%)
3	67.5% (+3.3%)	64.2% (-13.3%)	77.5% (+4.2%)	73.3% (-13.7%)	87.0% (+18.6%)
UE	37.3% (+11.9%)	25.4% (-4.2%)	29.6% (+9.6%)	20% (-24.9%)	44.9% (+16.8%)
Level 1 Literacy	75.5% (-5.2%)	80.7% (+3.5%)	76.6% (-4.7%)	81.3% (-0.9%)	82.8% (-1 %)
Level 1 Numeracy	55.2% (-16.2%)	71.4% (+2.4%)	69% (-8.3%)	77.3% (+5.4%)	71.9% (-1.6%)



The Graph below shows a comparison of the Cumulative Enrolled Data for 2024 between RGHS, the School Equity Index Band (the equivalent to Decile 1-3 schools), and National results for girls.



	RGHS	School Equity Index Band (SEIB) - Girls	National - Girls
Level One	41.7	32.6	45.9
Level Two	72.6	57.9	73.6

Level Three	67.5	55.4	69.4
UE	37.3	20	50.6

Analysis:

Level 1 Cumulative Enrolled results of **41.7%** when compared with the School Equity Index Band data of **32.6%** shows we are **above by 9.1%**, which is positive. Compared to the National data of **45.9%** shows that we are just behind nationally by **4.2%**. It is difficult to make comparisons to earlier years as this was the new qualification. This is a primary focus for 2025.

Level 2 Cumulative Enrolled results of **72.6%** (65.5%) when compared with the School Equity Index Band data of **57.9%** shows we are **above by 14.7%**, which is positive, though we see the need for significant improvement. Compared to the National data of **73.6%** shows that we are only just behind by **1%**, which gives us hope moving forward.

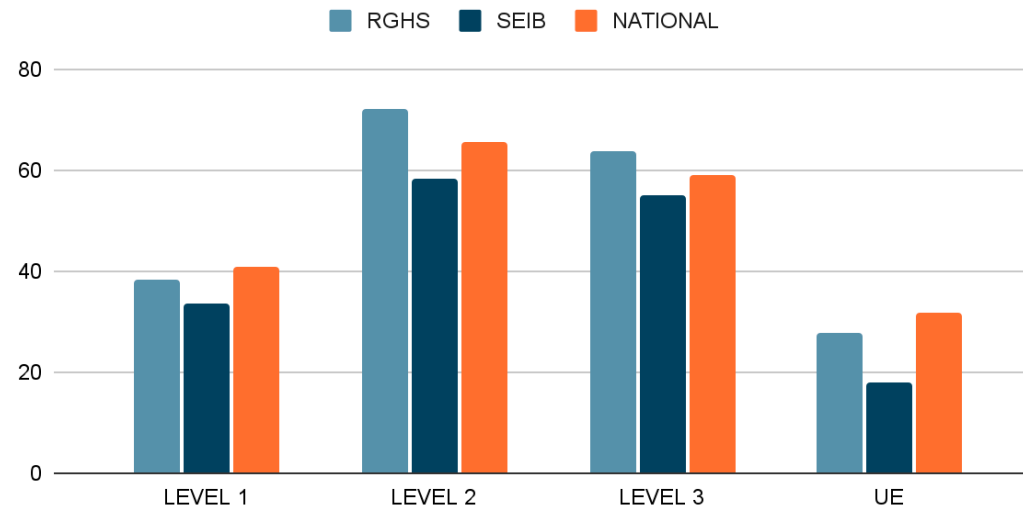
Level 3 Cumulative Enrolled results of **67.5%** (64.2%) when compared with the School Equity Index Band data of **55.4%** shows we are **significantly above by 12.1%**, which is very positive. Compared to the National data of **69.4%** shows that we are slightly behind nationally by **1.9%**. which is an improvement on previous years.

University Entrance Cumulative Enrolled results of **37.3%** (25.4%) when compared with the School Equity Index Band data of **20.0%** shows we are **significantly above by 17.3%**, which is an improvement but still an area of concern. Compared to the National data of **50.6%** we are **below this result by 13.3%**, which is a concerning result and will be a focus for 2025.

ROTORUA GIRLS’ HIGH SCHOOL NCEA Cumulative Enrolled Māori Student 2024 Data Compared with School Equity Index Band (SEIB) and National Girls.

LEVEL	RGHS	SEIB	National
Level 1	38.3%	33.6%	40.9%
Level 2	72.2%	55.4%	65.4%
Level 3	63.9%	55.1%	59%
UE	27.9%	17.8%	31.9%

Comparison between Māori Girls data for RGHS, SEIB, and Nationally for 2024



Analysis:

Level 1 cumulative Enrolled Māori student results of **38.3%** are **above** the School Equity Index Band result of **33.6%** by **4.7%** and **below** the National result of **40.9%** by **2.6%**. Although our goal in 2024 is to reduce the gap between the whole school result and Māori student results which was not achieved. We cannot compare this data to previous years as this is now a new qualification.

Level 2 cumulative Enrolled Māori student results of **72.2%** are **above** the School Equity Index Band result of **58.4%** by **13.8%** and the National result of **65.4%** by **6.8%**. This is a continued positive result. Although our goal in 2025 is to reduce the gap between the whole school result and Māori student results.

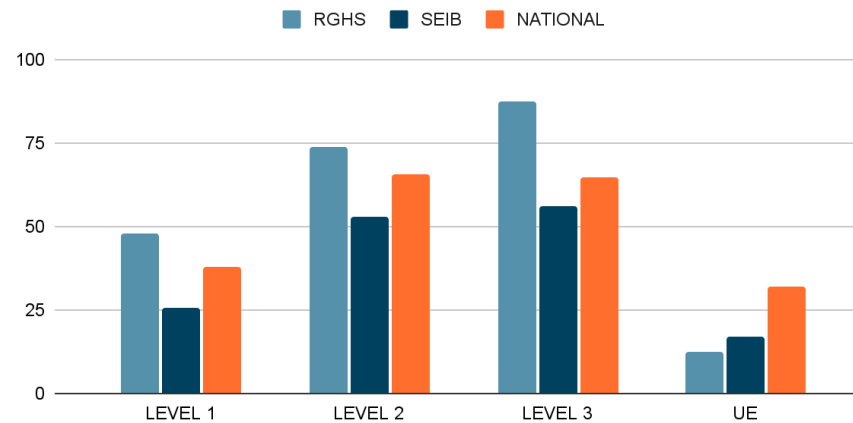
Level 3 cumulative Enrolled Maori student results of **63.9%** are **above** the School Equity Index Band result of **55.1%** by **8.8%** and **above** the National result of **59.0%** by **4.9%** a continued very positive result.

University Entrance cumulative provisional Enrolled Maori student results **27.9%** are **above** School Equity Index Band result of **17.8%** by **10.1%**, which is a pleasing result. However, we performed slightly worse compared to National results by **4%**.

ROTORUA GIRLS' HIGH SCHOOL NCEA Cumulative Enrolled Pacific Peoples Student Data Compared with School Equity Index Band and National Pacific Peoples results

LEVEL	RGHS	SEIB	National
Level 1	47.8%	25.7%	38%
Level 2	73.7%	53.1%	65.8%
Level 3	87.5%	56.1%	64.6%
UE	12.5%	17.1%	32.2%

Comparison of 2024 data for Pacific Peoples for RGHS, SEIB, and National girls



Analysis:

Level 1 cumulative Enrolled Pacific Peoples student results of **47.8%** are **above** the School Equity Index Band result of **25.7%** which is above **22.1%** and **above** the National Results of **38%** by **9.8%** a continued positive result.

Level 2 cumulative Enrolled Pacific Peoples student results of **73.7%** are **above** the School Equity Index Band result of **53.1%** by **20.6%** and National results of **65.8%** by **7.9%**, which is a significant improvement from 2023.

Level 3 cumulative provisional Enrolled Pacific Peoples student results of **87.5%** are **above** the School Equity Index Band result of **56.1%** by **31.4%** and National results of **64.6%** by **22.9%**, which is a significant improvement from 2023.

University Entrance cumulative Enrolled Pacific Peoples students results of **12.5%** gain UE, which is slightly **below** the School Equity Index Band result of **17.1%** by **4.6%** and below the National result of **32.2%** by **19.7%** an area for improvement this year.

ROTORUA GIRLS' HIGH SCHOOL NCEA Cumulative Enrolled Endorsements (2024 – 2023) Comparison

Year Level	2024 Enrolled Based		Total Number of Endorsements	2023 Enrolled Based		Total Number of Endorsements
	Merit	Excellence	2024	Merit	Excellence	2023
Level 1	32.4	1.5	33.9	20.4	19.4	39.8
Level 2	8.5	22	30.5	25.7	18.9	44.6
Level 3	17.9	16.1	34	20.9	16.3	37.2

Analysis:

The number of cumulative Enrolled Merit Endorsement and Excellence Endorsement results for Level 1 in 2024 was **33.9%** which is a decrease from 2023 results of **39.8%** by **5.9%**. **Though the level 1 qualification has changed, the endorsement requirements remain the same.**

The number of cumulative Enrolled Merit Endorsement and Excellence Endorsement results for Level 2 in 2024 of **30.5%** are lower than the 2023 results of **44.6%**. Which is a decrease of **14.1%**.

The number of cumulative provisional Enrolled Merit Endorsement and Excellence Endorsement results for Level 3 in 2024 of **34%** is a **3.2%** decrease from the 2023 results of **37.2%**.

How Targets and Actions will support Te Tiriti:

- Relationship reestablished with Ngati Whakaue
 - Consultation partners around tikanga and mission, vision, and their contribution to our Mai i Maketū ki Tongariro
 - Trialling the project of cross curriculum study through Manaaki Mauri with Te Kura Taiao Collective - Localised curriculum.
- Teachers encouraged to study Te Reo Māori through Te Ahu o te reo programme run through Ngati Whakaue.

Annual Plan Strategic Goal 2:	To nurture confident, resilient , and caring wāhine who enjoy a sense of belonging and well being
Initiative 1:	Anei ahau e tu ana! - To develop a sense of self through exploring who they are and who they can be as young Māori women
Outcome (SIF)	<i>Responsive Curriculum and Planning</i> <ul style="list-style-type: none"> ● All learners have a curriculum delivered that creates meaningful educational experiences ● The school has developed a strong localised curriculum ● The curriculum is constantly adapting- all students have agency with their learning and can identify a localised context to support their knowledge and understanding
Measures	<ul style="list-style-type: none"> ● three strategies developed, shared and implemented

Initiatives <i>Connecting through</i>	Staff Accountable/	What do you expect to	How do you measure	Resources	Timeframe	Progress

<i>legacy to understand self.</i>	Responsible	see?	success?			
<u>Ko ngā tupuna kuia</u> Marae-based learning experiences; <ul style="list-style-type: none"> To develop a sense of connection to the four tupuna kuia and their place in Ngāti Whakaue hītori. 	Kuia - Norma Sturley (Ngāti Whakaue) MH, BE, HH, SH, NG, CN Heads of House Kaiako, SLT	<ul style="list-style-type: none"> Series of hui to co-construct goals, activities, costs, engagement of kuia (consultant.) Visits to Owhata Marae (Hinemoa), Tunohopu Marae (Rukuwai) and Te Koutu Marae (Karenga) across 	<ul style="list-style-type: none"> Agreement to consultative role of school and kuia to lead from iwi voice. Hui with BE and Year 9 Dean to develop day visits to each of the tupuna kuia through marae learning experience. Co-construct 		Term one After matatini All details to be worked through by the start of term 2	<ul style="list-style-type: none"> Initial discussion with BE on viability of wheako (experience) (28/1) Agreement by DV to tupuna kuia initiative (29/1) Agreement to act as conduit between marae and school (30/1) <p><i>Noho marae at</i></p>

		<p>the year.</p> <ul style="list-style-type: none"> • Iwi voice to tell the stories of the tupuna kuia and their descendants • School waiata, RERI, House structure connected through consistent referencing to waiata and RERI through personification of 	<p>ted hui with Norma Sturley for iwi voice in the actual design and implementation of iwi led learning .</p>			Maketu week 8
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		each 'whare' and their legacy				
<u>He raukura, he raukura!</u> Building the alumni collective through te ao haka; <ul style="list-style-type: none"> - To provide physical expressions of leadership - To build a sense of reciprocity in raukura (alumni) - To create a creative shared space for raukura and akonga to express themselves 	MH, Marautanga, Raukura Māori Faculty,					No update MH on leave No update as of 1 April
<u>He ahuru mōwai</u> Mentoring a group of students through Mason Durie's tapawha model for well-being; <ul style="list-style-type: none"> - To 	MH, Kōhine Whakarae, Kōhine Rautāwhiri, Head Girl and Deputy Head Girl					No update - MH on leave No update as of 1 April

	Supporting a target group of Y11 girls who need support to achieve NCEA L1					
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool					Progress Discussion
Initiatives <i>Connecting through legacy to understand self.</i>	Staff Accountable/ Responsible	What do you expect to see?	How do you measure success?		Timeframe	Progress

Annual Plan Strategic Goal 3:	To partner with and sense the needs of our whanau community
Initiative	Te Whare Whawhao o Te Aokapurangi (Hostel)
Outcome	<i>Partnerships</i>

(SIF)	<i>Te Tiriti O Waitangi</i>				
Measures	<ul style="list-style-type: none"> Te Whare Whawhao opens for boarding and thrives into 2024 To make available boarding opportunities for all young women in Aotearoa/ New Zealand 				
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool				
Initiatives	Staff Accountable/ Responsible	What do you expect to see?	How do you measure success?	Timeframe	Progress
Hostel Governance	Sub Committee members Chair Taria Ngawhika 2023 and 2024	Clear communication and strategic direction between all stakeholders in the Hostel	job descriptions clear records exist strategic governance exists	monthly BOT meeting	meeting 23 January meeting 27 February meeting 14 May
Hostel management	DP i/c Hostel, Pou Manaaki and Residential Assistants all stakeholders of the Hostel	Handbook for Hostel written Appropriate staffing of the Hostel Whānau support continues in the Hostel	clear systems and procedures that are evident for all staff staffing appropriate for the safe running of the Hostel end of term survey is largely positive from	at all times	Pōhiri for new whānau 30 January Whanau voice feedback term 1 Hostel minutes 14 May

			whānau		
MoE compliance	DV, DP i/charge of Hostel and Pou Manaaki	The hostel complies with legislative guidelines	the Hostel runs in a safe manner	at all times	

Reporting on the principles of being a good employer

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>Every staff member is run through an induction process including Health and Safety.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>Every staff member is run through an induction process including Health and Safety.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>Two people are involved in the appointment of staff including a curriculum specialist</i>

<p>How are you recognising,</p> <ul style="list-style-type: none"> - The aims and aspirations of Māori, - The employment requirements of Māori, and - Greater involvement of Māori in the Education service? 	<p><i>PLD opportunities with staff from students who are Ngati Whakaue</i></p> <p><i>regular and ongoing korero with the Principal and the Maangi of Ngati Whakaue</i></p> <p><i>Ngati Whakaue are consulted on all main decisions</i></p> <p><i>6 staff competed in te Matatini this year!</i></p> <p><i>One student received the Top Scholar award for NZQA Scholarship Te Ao Haka in 2024</i></p>
How have you enhanced the abilities of individual employees?	<i>Regular PLD, opportunities for specific support</i>
How are you recognising the employment requirements of women?	<i>We are an all girls school, we have a predominantly female staff</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The school is accessible for people of all disabilities</i>

Good employer policies should include provisions for an Equal Employment Opportunities (EEO) programme/policy. The Ministry of Education monitors these policies:

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	YES	
Has this policy or programme been made available to staff?	YES	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	YES	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	YES	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	YES	
Does your EEO programme/policy set priorities and objectives?	YES	