

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. During 2023 we had engaged in a number of Pilot subjects, which allowed us an insight into what would be required during 2024. 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, because of this it was decided that a focus group of priority students from the year 11's would be tracked and mentored by staff to help understand what the obstacles were to their learning and achievement. Our level 1 results had an improvement over the previous year, though we still see that there is a significant amount of work to improve these results further. 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. A further thing that was undertaken by the school for 2024 were Literacy and Numeracy classes, which are for all year 9 and year 10 students' to help give them a little bit more preparation to sit the Common Assessment Activities for Reading, writing, and Numeracy.

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"> • NCEA Data is in line with National Girls Schools data (With particular emphasis on Year 11 NCEA Level 1) • Years 9 and 10 data meets and exceeds expectations (Including the implementation of the PACT tool) • Student voice that shows we have strong relationships between staff and students in the kura • Whānau teacher tracking shows - students gain support to work on their learning goals through a learning goal programme • Mentoring Programmet all year 				
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?	Timeframe	Progress
Review of all 2023 NCEA data	DV and curriculum leaders	a breakdown of how our academic achievement tracked compared to national data and School equity index band data deliberate actions to improve results in 2024 undertake data analysis	that our achievement is better than national and equity data Analysis of Variance 2024	Term 1 2024	<ul style="list-style-type: none"> • Curriculum areas to do an individual analysis on their results (report to mentor and onto SL team) • Aof V to BOT in Feb meeting (13 Feb) • Mentors and DV meeting with

					<p>each curriculum leaders in the second half of term 1</p> <ul style="list-style-type: none"> • all curriculum leaders have been met to look through NCEA (2023) data. • Meeting with Curriculum Leaders 21 May to discuss students who at risk at not achieving appropriate levels in Y11
Reporting	RL, All teachers	Increased feedback to whānau	<p>Junior Reporting fortnightly for measuring engagement and attendance.</p> <p>Parent Teacher interviews</p> <p>Junior and Senior Mid Year and End of Year Reports</p> <p>Senior NCEA and Attendance Summary</p>	Ongoing throughout 2024	<ul style="list-style-type: none"> • Year 11 NCEA information evening 13 March • fortnightly reports to start term 1, week 8 • Academic planning day 27 March • fortnightly reports are now being distributed to all

ANALYSIS OF VARIANCE

NZQA Statistic Reporting for 2023 Results:

This is an analysis of the results for 2023 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 2023 based on initial results generated by NZQA. It should also be noted that in 2023 we ran 10 pilots under the new NCEA format.

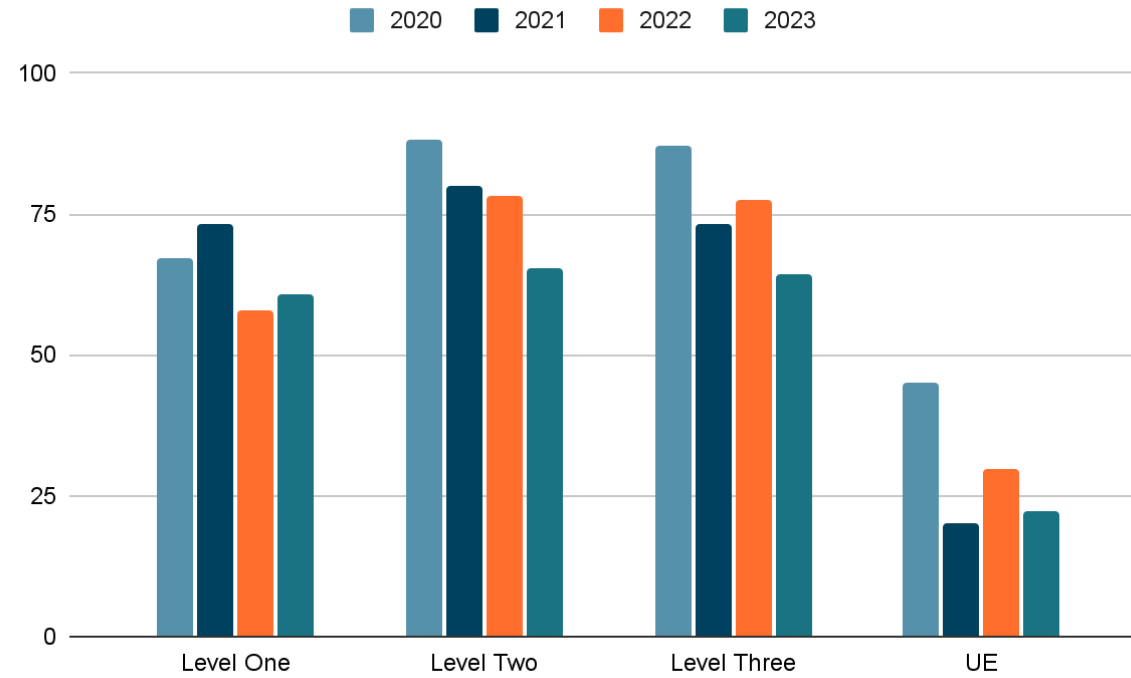
ROTORUA GIRLS' HIGH SCHOOL PROVISIONAL ENROLLED CUMULATIVE DATA

(as at 16 JANUARY 2024)

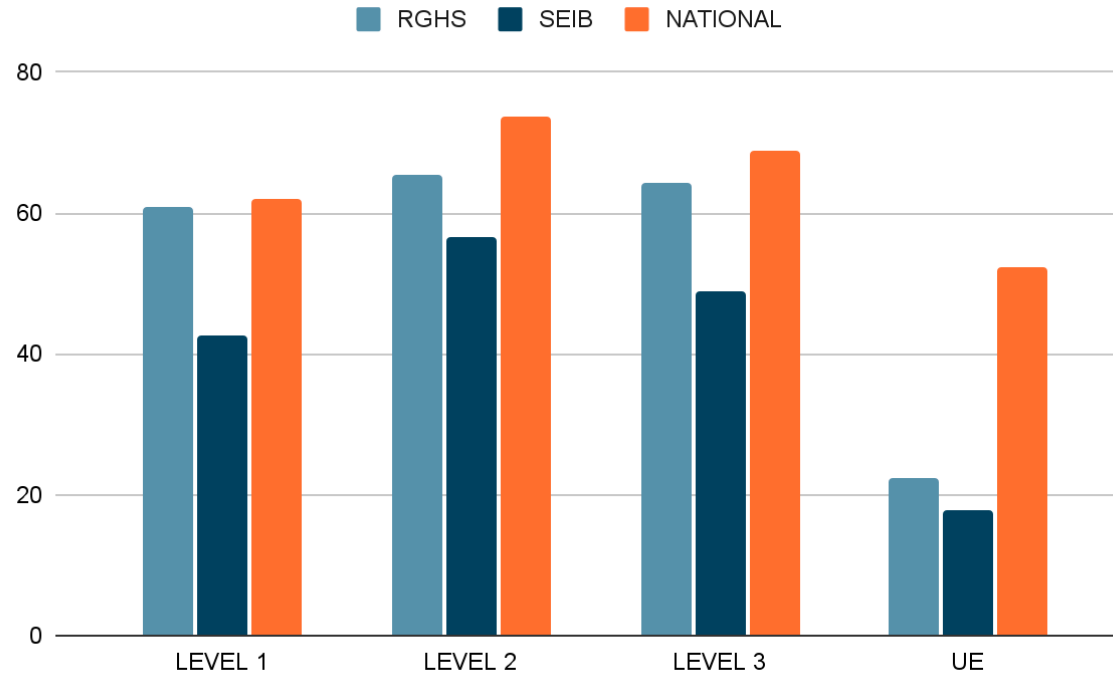
Below is a table comparing 2020, 2021, 2022 and 2023 cumulative data followed by a graph providing a visual representation of the data collected.

NCEA Year Level	2023 Results 16/1/2024	2022 Results 19 /4/2023	2021 Results 24/03/2022	2020 Results 12/04/2021
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1	60.9% (+3%)	57.9% (-15.4%)	73.3% (+4.8%)	67.2% (+7.4%)
2	65.5% (-12.8%)	78.3% (-1.7%)	80% (-8.2%)	88.2% (+6.9%)
3	64.2% (-13.3%)	77.5% (+4.2%)	73.3% (-13.7%)	87.0% (+18.6%)
UE	22.4% (-7.2%)	29.6% (+9.6%)	20% (-24.9%)	44.9% (+16.8%)
Level 1 Literacy	80.1% (+3.5%)	76.6% (-4.7%)	81.3% (-0.9%)	82.8% (-1 %)
Level 1 Numeracy	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 2023 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	60.9	42.5	61.9
Level Two	65.5	56.5	73.8
Level Three	64.2	48.9	68.9
UE	22.4	17.8	52.4

Analysis:

Level 1 Cumulative Enrolled provisional results of **60.9%** (57.9 %) when compared with the School Equity Index Band data of **42.5%** shows we are **above by 18.4%**, which is positive. Compared to the National data of **61.9%** shows that we are just behind nationally by **1%**, which is a significant improvement on previous years.

Level 2 Cumulative Enrolled provisional results of **65.5%** (78.3%) when compared with the School Equity Index Band data of **56.5%** shows we are **above by 9%**, which is positive, though we see the need for significant improvement. Compared to the National data of **73.8%** shows that we are significantly behind nationally by **8.3%**, which gives us a deliberate area of focus moving forward.

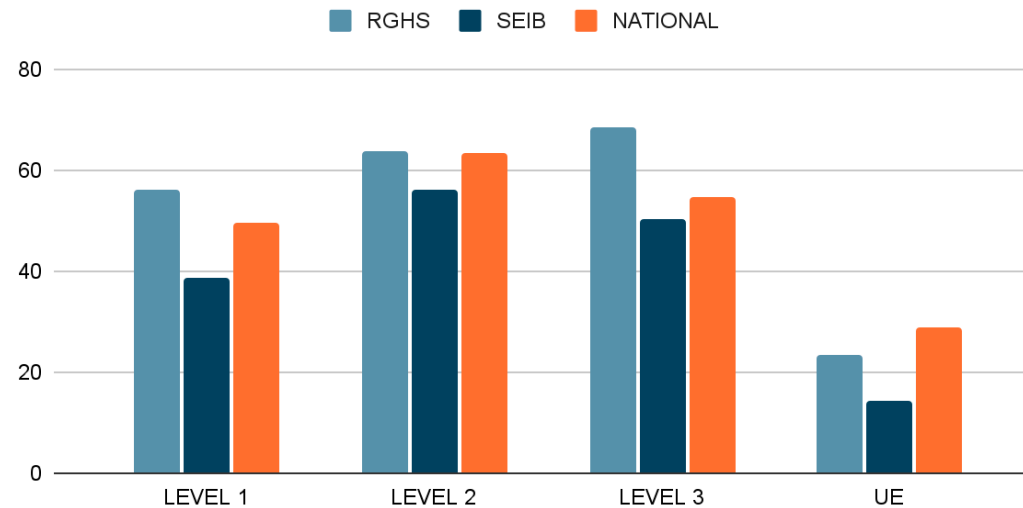
Level 3 Cumulative Enrolled provisional results of **64.2%** (77.5%) when compared with the School Equity Index Band data of **48.9%** shows we are **significantly above by 15.3%**, which is very positive. Compared to the National data of **68.9%** shows that we are slightly behind nationally by **4.7%**, which is an improvement on previous years.

University Entrance Cumulative Enrolled provisional results of **22.4%** (29.6%) when compared with the School Equity Index Band data of **17.8%** shows we are **above by 4.6%**, which is an improvement but still an area of concern. Compared to the National data of **52.4%** we are **significantly below this result by 30%**, which is a concerning result and will be a focus for 2024.

ROTORUA GIRLS' HIGH SCHOOL NCEA Cumulative Enrolled Māori Student 2023 Data Compared with School Equity Index Band (SEIB) and National Girls.

LEVEL	RGHS	SEIB	National
Level 1	56%	38.8%	49.6%
Level 2	63.7%	56.3%	63.3%
Level 3	68.6%	50.3%	54.8%
UE	23.5%	14.2%	28.9%

Comparison between Māori Girls data for RGHS, SEIB, and Nationally for 2023



Analysis:

Level 1 cumulative provisional Enrolled Māori student results of **56%** are **above** the School Equity Index Band result of **38.8%** by **17.2%** and National result of **49.6%** by **6.4%** a continued positive result. Although our goal in 2024 is to reduce the gap between the whole school result and Māori student results.

Level 2 cumulative provisional Enrolled Māori student results of **63.7%** are **above** the School Equity Index Band result of **56.3%** by **7.4%** and **just above** the National result of **63.3%** by **0.4%** This is a continued positive result. Although our goal in 2024 is to reduce the gap between the whole school result and Māori student results.

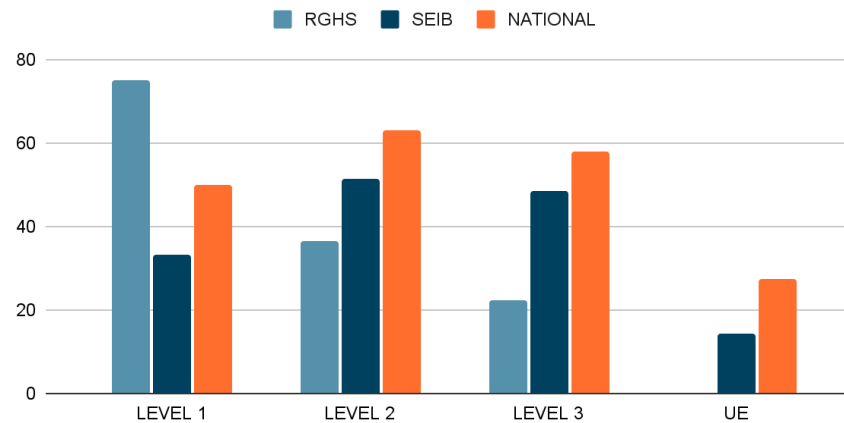
Level 3 cumulative provisional Enrolled Maori student results of **68.6%** are **above** the School Equity Index Band result of **50.3%** by **18.3%** and **above** the National result of **54.8%** by **13.8%** a continued very positive result. In 2023 our Level 3 Māori girls performed above the whole school data by **4.4%**. A result we hope to see continue in the future.

University Entrance cumulative provisional Enrolled Maori student results **23.5%** are **above** School Equity Index Band result of **14.2%** by **9.3%**, which is a pleasing result. However, we performed slightly worse compared to National results by **5.4%**.

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	75%	33.3%	49.9%
Level 2	36.4%	51.3%	63%
Level 3	22.2%	48.6%	58.1%
UE	0%	14.4%	27.4%

Comparison of 2023 data for Pacific Peoples for RGHS, SEIB, and National girls



Analysis:

Level 1 cumulative provisional Enrolled Pacific Peoples student results of **75%** are **above** the School Equity Index Band result of **33.3%** which is above **41.7 %** and **above** the National Results of **49.9%** by **25.1%** a continued positive result.

Level 2 cumulative provisional Enrolled Pacific Peoples student results of **36.4%** are **below** the School Equity Index Band result of **48.6%** by **12.2%** and also below National results of **63%** by **26.6%**, which is a definite area of focus for 2024.

Level 3 cumulative provisional Enrolled Pacific Peoples student results of **22.2%** are **below** the School Equity Index Band result of **48.6%** by **26.4%** and also below National results of **58.1%** by **35.9%** an area for improvement for 2024.

University Entrance cumulative provisional Enrolled Pacific Peoples we had no students gain UE, which is definitely **below** the School Equity Index Band result of **14.4%** by **14.4%** and below the National result of **27.4%** by **27.4%** an area for improvement this year.

ROTORUA GIRLS' HIGH SCHOOL NCEA Cumulative Enrolled Endorsements (2021 – 2020) Comparison

Year Level	2023 Enrolled Based		Total Number of Endorsements	2022 Enrolled Based		Total Number of Endorsements
	Merit	Excellence		Merit	Excellence	
Level 1	20.4	19.4	39.8	20.2	21.4	41.6
Level 2	25.7	18.9	44.6	21.7	7.2	28.9
Level 3	20.9	16.3	37.2	16.4	14.5	30.9

Analysis:

The number of cumulative provisional Enrolled Merit Endorsement and Excellence Endorsement results for Level 1 in 2023 was **39.8%** which is a decrease from 2022 results of **41.6%** by **1.8%**

The number of cumulative provisional Enrolled Merit Endorsement and Excellence Endorsement results for Level 2 in 2022 of **44.6** are higher than the 2022 results of **28.9**. Which is a pleasing increase of **15.7%**.

The number of cumulative provisional Enrolled Merit Endorsement and Excellence Endorsement results for Level 3 in 2023 of **37.2%** is an increase from the 2022 results of **30.9%**, which is a pleasing increase of **6.3%**

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 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 i 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"> ● 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"> ● Each year level gets the opportunity to discover the story of Te Arawa as they travel through their whenua ● Developing a platform for our students to record their experiences 				
Monitoring and Evaluating Impact	Ongoing reflections (narrative) Tool				Progress Discussion

		<p>Working in house groups to create a digital resource of their visit</p> <p>Digital resources shared across school</p>			
<p>Manaaki Mauri with Te Kura Taiao Collective - Localised curriculum</p>	<p>NG - SCT CN - SENCO</p> <p>Kingi Biddle, Rangitihia Pene,Hine Herewini</p>	<p>Stage one development; Puawai</p> <p><u>Koha mō Matariki</u></p> <ul style="list-style-type: none"> - akonga context of learning is kaupapa Māori based - legislation knowledge is evidence in Learning Map and akonga 	<p>Stage one development; Puawai</p> <p><u>Koha mō Matariki</u></p> <ul style="list-style-type: none"> - akonga can articulate their learning through a kaupapa Māori lens - legislation knowledge is evidence in Learning Map and akonga work <p><u>Te Tūkōhu Ngāwhā</u></p> <ul style="list-style-type: none"> - Maramataka and Rongoa Maori evidenced through use of whakapapa, karakia, plant identification and product making - Presentations for Science Fair are in place <p><u>Akonga Guided Heritage Hīkoi</u></p>	<p>Terms 1-4</p>	<p>MoU to sign with Principal / Tumaki (29 February)</p> <p>weekly classes in Year 9 Mana (social studies and Science)</p> <p>Support for cohort 2 of the course given</p>

		<p>work <u>Te Tūkōhu</u> <u>Ngāwhā</u></p> <ul style="list-style-type: none"> - Maramatak a and Rongoa Maori use of whakapapa , karakia, plant identificatio n and product making - Science Fair participants are in <p><u>Akonga</u> <u>Guided</u> <u>Heritage Hīkoi</u></p> <ul style="list-style-type: none"> - akonga design their own hīkoi and facilitate their hīkoi - research 	<ul style="list-style-type: none"> - akonga have implemented their own hīkoi - akonga voice evidences hītori knowledge and kaitiaki principles 		
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		demonstrates hītori and kaitiaki principles			
Ngati Whakaue relationship continues	<p>Staff involved in PLD</p> <p>MH</p> <p>RL, Reading Tutors, CN</p> <p>Rawiri Waru</p> <p>Kingi Biddle, Rangitihi Pene, Hine Herewini, NG, CN, MH</p>	<p>Staff participating in Te Ahu o Te Reo Maori course</p> <p>Ngati Whakaue Education Endowment Board</p> <ul style="list-style-type: none"> - Grant applications /panels - Hui ora - Tangihanga • Reading/Mathematics Programme • Liaison Visits <p>Ngati Whakaue advise and partner on</p>	<p>staff who are participating in these programmes</p> <p>Representation at sub-committee and Board Level. Panel obligations are met and recipients are informed throughout the year</p> <p>Hui ora - Raukura attendance as required</p> <p>Attendance at tangihanga throughout the year</p> <p>reporting to NWEEB June and November</p> <p>Kingi, Rangitihi and Hine knowledge and expertise evidenced in planning. Iwi voice from Whakaue contribution gathered</p> <p>Students samples of learning evidence connections between haukainga and kura</p>	<p>Cohort 1 - Jan-Jul</p> <p>Cohort 2 - Aug-Nov</p> <p>Continues term 2</p> <p>30 June/ 30 November</p>	<ul style="list-style-type: none"> • Karena and Atilla in Te Ahu o Te Reo • Students being tested to get participant list for reading/numeracy programme

		<p>kura strategic direction</p> <p>Te Kura Taiao Collective</p> <ul style="list-style-type: none"> • Mana whenua relationships continue and grown through other Whakaue identities • Learning relevant to the rohe is co-constructed and shared through Ngāti Whakaue. 			
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<p>Annual Plan Strategic Goal 3:</p>	<p>To partner with and sense the needs of our whanau community</p>
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Initiative	Te Whare Whawhao o Te Aokapurangi (Hostel)				
Outcome (SIF)	<i>Partnerships</i> <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	Handbook for Hostel written Appropriate staffing of the Hostel	clear systems and procedures that are evident for all staff staffing appropriate for the safe running of the	at all times	Pōhiri for new whānau 30 January Whanau voice feedback term 1

	the Hostel	Whānau support continues in the Hostel	Hostel end of term survey is largely positive from whānau		Hostel minutes 14 May
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>
How are you recognising, <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? 	<i>PLD opportunities</i> <i>Te Reo courses hosted by Ngati Whakaue</i>
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	