

Rotorua Girls' High School Board of Trustees

Principal's Report

For the year ended 31 December 2016

PRINCIPAL'S REPORT ON 2016 ACADEMIC YEAR

He pai te titirohanga ki ngā mahara mo ngā rā pouri Engari ka puta te maramatanga I runga I te titiro whakamua

It is fine to have recollections of the past but wisdom comes from being able to prepare opportunities for the future. If we want to achieve our future goals, there is nothing wrong with keeping an eye on where we come from and making sure we are still achieving our goals for the future.

In our Rotorua Girls' High School story is our charter and our strategic plan, but it is written from a total belief in **our vision** statement – Every young woman is a leader in the global environment and **our mission** is to create a connected legacy of excellence.

It gives me much pleasure to present the 57th annual report (and my 3rd annual report) on Rotorua Girls' High School.

In 2016, the March 1st school roll was 566 being 73% Maori, 15.5% European, 5% Pacific Island, Asian 6%, MELAA 0.4% and 0.1% other.

2016 has been a year to reflect on who we are as a learning community and use those stories to help us navigate our way across the myriad of changes before us and it has been another year of success for students at RGHS. Our students have shown, time after time, that they are truly capable of anything and everything, as they have stepped up to our school theme 'Ka Hikitia'. As a result, they have given us many reasons to celebrate during the year. It has been a great year!

CELEBRATING ACADEMIC ACHIEVEMENT

In 2016 we achieved the following NCEA results:

- Our NCEA level 1 pass rate was 91.5% up 1.5 percent points from our 2015 results.
- Our NCEA Level 2 pass rate was 96.5% and we were ranked third in the top 5 nationally for Decile 3 schools.
- Our NCEA Level 3 pass rate was 93% which represented a 7% increase from 2015.
- Our University Entrance Pass rate was 46.9% a 7% decrease from 2015. However, our school target was that 70% of students who intended to go to university would attain tertiary entry. We identified 43 students and 36 out of 43 achieved this goal which was an 84% pass rate.

Achievement:

- The percentage of RGHS students, who gain the qualification related to their level of secondary study, will exceed the National statistics for comparable schools (i.e. Top Decile 3 Girls) and be no less than 5% below that of the national statistic for all schools in New Zealand.

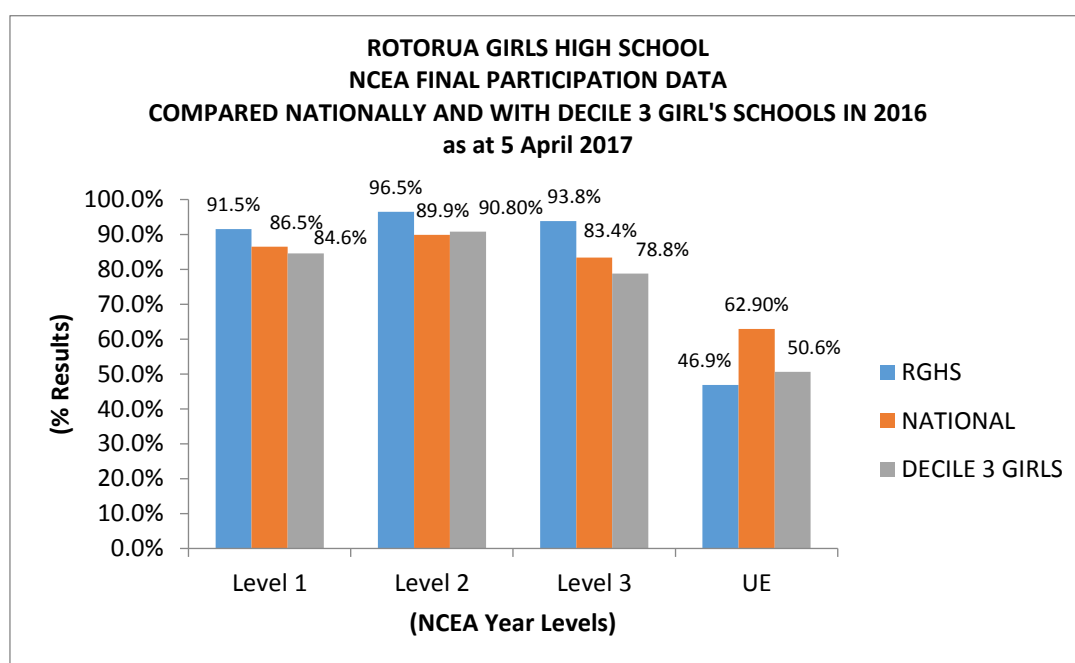
Participation – Statistics

Year	RGHS 2016	RGHS 2015	RGHS 2014	Nat 2016	Nat 2015	Nat 2014	Target Met 2016	Target Met 2015	Decile 3 2016	Decile 3 2015	Target Met Compared with National 16 15		Target Met Compared with Decile 3 Girls 16 15	
1	91.5%	90%	91%	86%	84%	83%	Yes	Yes	84%	72%	Yes	Yes	Yes	Yes
2	96.5%	98%	95%	89%	87%	87%	Yes	Yes	90%	80%	Yes	Yes	Yes	Yes
3	93.8%	86%	66%	83%	81%	79%	Yes	Yes	78%	70%	Yes	Yes	Yes	Yes
UE	46.9%	54%	39%	62%	61%	59%	Yes	No	50%	37%	Yes	No	Yes	Yes
LIT	94%	88%	88%	83%	91%	86%	Yes	Yes	90%	89%	Yes	Yes	Yes	Yes
NUM	95%	89%	84%	90%	82%	84%	Yes	Yes	91%	88%	Yes	Yes	Yes	Yes

**ROTORUA GIRLS HIGH SCHOOL
NCEA PARTICIPATION BASED 2016 DATA
Compared Nationally and with Decile 3 Girls Schools
as at 5 April 2017**

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	91.5%	86.5%	84.6%
Level 2	96.5%	89.9%	90.8%
Level 3	93.8%	83.4%	78.8%
UE	46.9%	62.9%	50.6%

Graph 4: shows Rotorua Girls High School final NCEA Levels, 1, 2 and 3 Participation Based results compared Nationally and with Decile 3 Girl's Schools in 2016:



Analysis:

Level 1 - Final NCEA Participation Based results of **91.5%** are above the National results of **86.5%** by **5%** (above by 6% in 2015) and are above the Decile 3 Girl's results of **84.6%** by **6.9%** (above by 17% in 2015).

Level 2 - Final NCEA Participation Based results of **96.5%** are above the National results of **89.9%** by **6.6%** (above by 10% in 2015) and are above the Decile 3 Girl's results of **90.8%** by **5.7%** (above by 15% in 2015). A positive area of growth.

Level 3 - Final NCEA Participation Based results of **93.8%** are above the National results of **83.4%** by **10.4%** (above by 7% in 2015) and are above the Decile 3 Girl's results of **78.8%** by **15%** (above by 10% in 2015). Another positive area of growth.

University Entrance - Final Participation Based results of **46.9%** are below the National results of **62.9%** by **16%** and are below the Decile 3 Girl's results of **50.6%** by **3.7%** (above by 8% in 2015). This is an area we have shown a drop of **12.1%** in pass rate in 2016 (59% in 2015) possibly due to our lower number of students intending to study at University in 2017. We had **36** students attend University in 2017.

- **The percentage of RGHS students passing Literacy will reach or be above 90%.**
The target was met, achieved 92.2% (88% in 2015) at Level 1
- **The percentage of RGHS students passing Numeracy will reach or be above 90%.**
The target was met, achieved 95% (89% in 2015) at Level 1

TARGET 4: INCREASE THE PERCENTAGE OF MERIT AND EXCELLENCES AT BOTH SUBJECT LEVEL AND CERTIFICATE LEVEL ENDORSEMENT

**ROTORUA GIRLS HIGH SCHOOL
ENDORSEMENTS (2016 – 2015) COMPARISON**

Year Level	2016		2015	
	Merit	Excellence	Merit	Excellence
Level 1	23 (37%)	13 (29%)	29 (42%)	21 (46%)
Level 2	19 (31%)	21 (47%)	22 (32%)	17 (38%)
Level 3	20 (32%)	11 (24%)	18 (26%)	7 (16%)
Total	62	45	69*	45*
Overall Total	107		114	

Our emphasis on improving the number of Endorsements is also reflected across Levels 1, 2 & 3.

- **Level 1** - 29% gained Excellence and a further 37% gained Merit. A total of 36 girls gained Merit or better.
- **Level 2** - 47% gained Excellence and a further 31% gained Merit. A total of 40 girls gained Merit or better.
- **Level 3** - 24 % gained Excellence and a further 32% gained Merit. A total of 31 girls gained Merit or better.
- At both Level 2 and 3, these were our best ever results in terms of Endorsements.
- In **2016** students achieved a total of **107** (114 in 2015) Course Endorsements, **62 Merits** (69 in 2015) and **45 Excellences** (45 in 2015). In 2014 we had a total of 105 Course Endorsements.
- Endorsements encourage students to aim for their 'best work' rather than near enough is good enough.
- The number of Excellence Endorsements continue to be positive in 2016.
- The number of Merit Endorsements has decreased by 7.
- 1 student gained a Scholarship in Photography.

All Year 11-13 students will complete Learning Plans with either Mentor/Whānau Teacher/Careers Advisor in 2016.

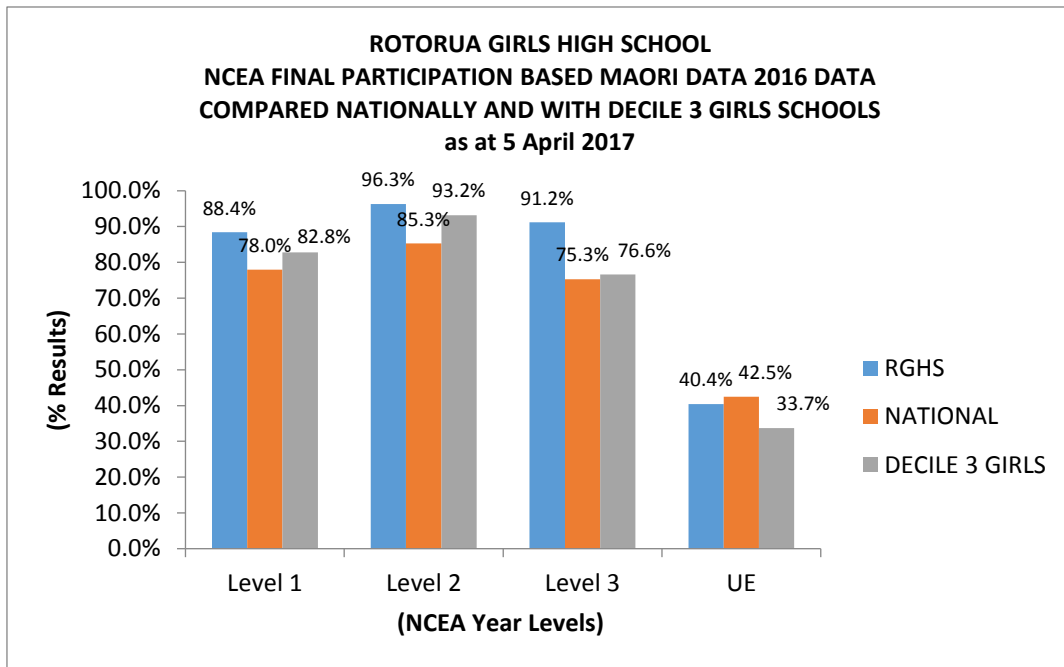
Target met. All students set academic goals during extended whānau period with their whānau teacher and completed the Careers Profile during this time. This information formed discussion at two Academic Planning sessions with whānau teacher, student and parents.

Young Scholars were involved in an individual Mentoring programme with staff:

- **Year 11** - 19 Young Scholars for 2016 (34 in 2015)
- **Year 12** - 30 Young Scholars for 2016 (27 in 2015)
- **Year 13** - 17 Young Scholars for 2016 (15 in 2015)
- 24 Year 13 students achieved Top Scholars (13 in 2015) and will receive a Top Scholars Tie in 2017, showing a positive growth of 11 students. These are students who have been Young Scholars for two years.
- In 2016 we had 66 (76 in 2015) students gaining Young Scholars achievement, i.e. students have achieved at least 80% GPA (Grade Point Average) in their results.
- Students met regularly with their mentors and worked towards their academic and career path goals. Year 13 students met with DP Assessment Curriculum to complete common confidential and scholarship applications for Universities and Tertiary study. There were 20 out of 36 applications for tertiary scholarships were successful in 2016, a very positive growth of 13 scholarships being awarded this year raising a total of \$190,000. (7/12 Scholarship applications in 2015 were successful raising a total of \$20,000). They also met with the Careers Advisor to complete their 'common confidential' forms.
- Three Year 12 students endorsed with Merit or better across NCEA Level 2 and Subject Endorsement with Excellence for Te Reo Maori. They have been approved for intermediate level of Te Reo Maori at the University of Waikato on a full University of Waikato scholarship.

ROTORUA GIRLS HIGH SCHOOL NCEA FINAL PARTICIPATION BASED MAORI DATA
Compared Nationally and with Decile 3 Girls Schools
as at 5 April 2017

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	88.4%	78%	82.8%
Level 2	96.3%	85.3%	93.2%
Level 3	91.2%	75.3%	76.6%
UE	40.4%	42.5%	33.7%



Analysis:

Level 1 Maori final participation results of **88.4%** are above the National results of **78%** by **10.4%** and are above the Decile 3 girls' result of **82.8%** by **5.6%**.

Level 2 Maori final participation results of **96.3%** are above the National result of **85.3%** by **11%** and is above the Decile 3 girls' results by **3.1%**.

Level 3 Maori final participation results of **91.2%** are above the National result of **75.3%** by **15.9%** and are above the Decile 3 girls' result of **76.6%** by **14.6%**.

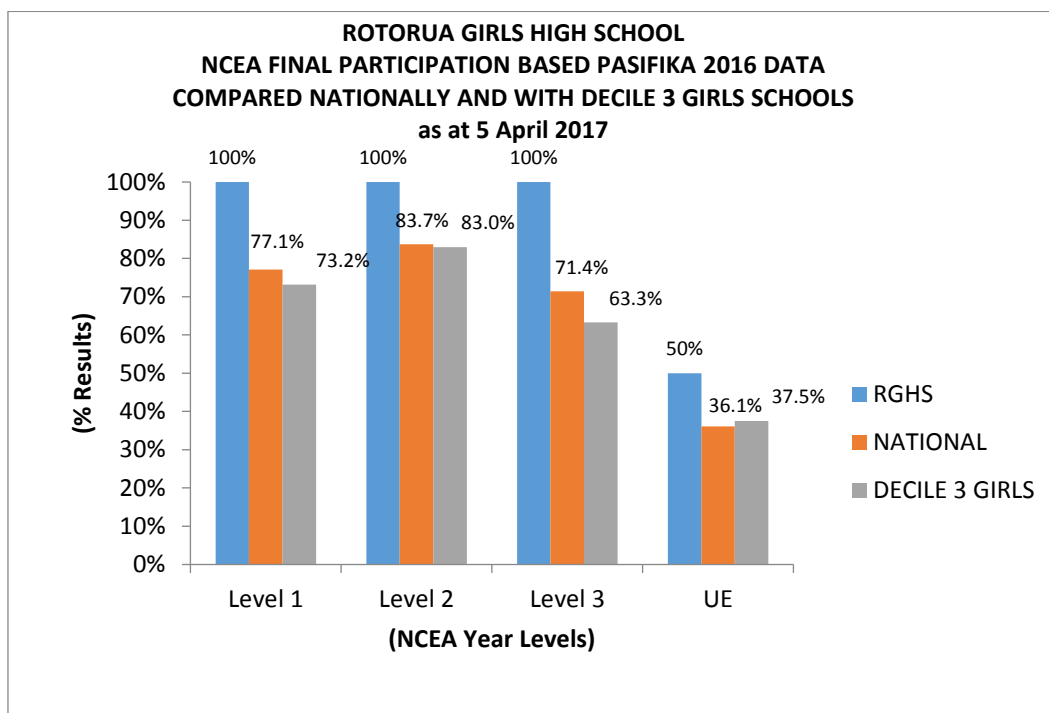
University Entrance Maori final participation results of **40.4%** are below the National result of **42.5%** by **2.1%** and are above the Decile 3 girls' result of **33.7%** by **6.7%**.

ROTORUA GIRLS HIGH SCHOOL NCEA FINAL PARTICIPATION BASED PASIFIKA 2016 DATA
Compared Nationally and with Decile 3 Girls Schools
as at 5 April 2017

LEVEL	RGHS	NATIONAL	DECILE 3 GIRLS
Level 1	100%	77.1%	73.2%
Level 2	100%	83.7%	83.0%
Level 3	100%	71.4%	63.3%
UE	50%	36.1%	37.5%

Below Graph 6 shows Rotorua Girls High School Final Participation Based Pasifika results for 2016 compared Nationally and with Decile 3 Girls Schools as at 5 April 2017:

Graph 6:



Analysis:

Level 1 Pasifika final NCEA Participation results of **100%** are above the National results of **77.1%** by **22.9%** (above by 19% in 2015) and are above the Decile 3 Girls results of **73.2%** by **26.8%** (above by 25% in 2015). A positive area of growth.

Level 2 Pasifika final NCEA Participation results of **100%** are above the National results of **83.7%** by **16.3%** (above by 25% in 2015) and above the Decile 3 Girls results of **83.0%** by **17%** (above by 31% in 2015). Another positive area of growth.

Level 3 Pasifika final NCEA Participation results of **100%** are above the National results of **71.4%** by **28.6%** (above by 3% in 2015), tremendous growth here and are above the Decile 3 Girls results of **63.3%** by **36.7%** (above by 38% in 2015). Another area of continuous growth.

University Entrance Pasifika final NCEA Participation results of **50%** are above the National results of **36.1%** by **13.9%** (above by 12% in 2015) and are above the Decile 3 Girls results of **37.5%** by **12.5%** (above by 18% in 2015). A consistent pass rate of 50% as in 2016.

Our Pasifika students outperform the Pasifika students of New Zealand by significant margins in NCEA Levels 1, 2 and 3 in University Entrance.

TARGET 5: TO IMPROVE THE SCHOOL AVERAGE ATTENDANCE RATE

Target	Outcome	Analysis
Average student attendance in 2016 will be 87%	Average student attendance in 2016 was: Term 1-88% Term 2: 86% Term3: 87% Term 4: 81%	TARGET NOT MET at 85.5%

The average student attendance in 2016 was 85.5%- Not achieved-86%.

- Decrease in attendance by Year 9 and 10 once exams were completed.
- The focus on the achievement of credits at both junior and senior level drove everything in Term 4.
- Whanau teachers need a stronger structure that ensures deadlines and expectations are clearly articulated with consequences if not followed.

A strategic approach to working with year levels is pivotal. The approach must be both collaborative and co-ordinated – our ultimate success relies on our ability to grow the whānau teachers

Average Attendance Percentage Figures for the last 5 years are:

	2016	2015	2014	2013	2012	2011
Term 1	90%	89%	90%	87%	88%	89%
Term 2	85%	86%	85%	85%	86%	84%
Term 3	84%	85%	84%	85%	84%	83%
Term 4	86%	84%	85%	85%	86%	86%
Year Average	83%	86%	86%	86%	86%	86%

KA HIKITIA

In 2016, Rotorua Girls' High School's school theme of Ka Hikitia (to Step Up!) was the catalyst for a raft of outstanding individual and team performances by both students and staff, who continually raised the bar across the four cornerstones of Academic, Leadership, Cultural and Sporting Endeavours.

CELEBRATING LEADERSHIP

- Five students attended the 5th National Y-Lead Year 12 Leadership Conference at Rotorua Boys High School – Rangipurei Manley, Sophie Jansonius, Dixie Francis-Yates, Bailey McKenzie and Pareunuora Pene.
- We were represented in the Rotorua Young Achievers Exhibition by five outstanding women: - Jordyn Tereu, Chantelle Cobby, Awatea Leach, Savani Kannangara and Mapihi Tini
- One student attended Rangatahi Leadership Camp – Pareunuora Pene

CELEBRATING ACHIEVEMENT in ARTS AND CULTURAL EXCELLENCE

- In Regional ANZ RSA Cyril Bassett VC Speech Competition, Jordyn Tereu (Head Girl) was placed first and represented the Bay of Plenty at the National Competition in Wellington.
- In the local Chinese Speech Competition, Jiaxin Shi (Year 12) won the Best Chinese Speaker.
- In the Great Debates with our brother school we won two (Year 11 and 12) of the five levels and so Rotorua Boys High School retained the cup.
- Twenty-three students graduated in our CACTUS (Combined Adolescent Challenge Training Unit) Programme. Our sincere thanks to the Police CACTUS trainers 2016 for another successful CACTUS Programme.
- Our combined Pasifika Group competed in the Waikato/Bay of Plenty Competitions and were placed fourth.
- Our combined Raukura Kapa Haka Group travel to Hong Kong, Spain and Portugal where they performed in a Portuguese Cultural Festival. The group then performed at the Nationals in Hastings and won the National Title. Our girls were also the National Winners of the Poi for the third time (2012, 2014 and 2016). A wonderful achievement by the girls and boys of Raukura and our thanks go to their tutors and managers.
- Our Stage Challenge 2016 performance was titled "Looking Back, Moving Forward – Titiro Whakamuri, Kai haere Whakamuri. Over 140 RGHS students and teachers were involved and we won 8 Excellence Awards. Michaela Cairns won the Student Lead Award. We placed third in the Open Division of the local competition, but were recognised nationally (third place) which was a wonderful achievement.
- Around 100 students from both schools were involved in the "The Wiz" which was a great success.
- Mapihi Tini was acknowledged in the Inaugural Zong Award for "Best Female" artist.
- Seven of our students were selected to attend Te Wero Pakihi, an all-expenses paid advanced training business and entrepreneur programme.
- Three of our students received awards in the Shakespeare in Schools Lakes Regional Festival:
 - Isobella Cook – Outstanding Performance in Supporting Role
 - Isobella Cook and Gabbi Jones – Best Understanding of the Text
 - Catelyn McCarty – Best Under 16 Female Actor
 - Isobella Cook – Direct Entry to Shakespeare's Globe Centre New Zealand in Dunedin

CELEBRATING SPORTING EXCELLENCE

1. The RGHS Touch Team won a Regional Tournament and were runners up at the North Island tournament where they qualified for a NZSS National Tournament in December.
2. In the Waka Ama National Championships in February, our Waka Ama Teams won three Bronze Medals.
3. Our Rugby 7's Teams Under 15 and Under 19 teams had a great season with the Under 15's named as the North Island Secondary Schools Champions
4. The Bay of Plenty Individual Squash Championships - Maakarini Nelson won Division 2 and Tenika Dudson won the Plate Section in Division 1.
5. Our Premier 1 Netball Team had a very successful season:
 - Rotorua Round One – Banner Winners
 - Rotorua Round Two – Championship Winners
 - Aggregate Trophy Winners for 2016 – scoring 324 points for and 203 against
 - Runners up in Waikato / Bay of Plenty Secondary Schools Championships
 - At UNISS Championships placed third – Briana Cardon and Kataraina Ormsby were named in the Tournament Team for the A Grade
6. Junior Netball Team won the Junior A Grade Section at the Kurungaituku Tournament

NEW ZEALAND REPRESENTATIVES FOR 2016

Individual

1. Jordyn Tereu – New Zealand Wasps Rugby
2. Awatea Leach – New Zealand Basketball U17 – Captain
3. Kararaina Pene, Dubai Whata and Grace McCarthy – New Zealand Koru's Basketball
4. Kahlia Kiel – New Zealand U15 Mixed Touch – Co Captain MVP
5. Eden Timihou-Tepera and Tian Paretoa – New Zealand Waka Ama Champions

RGHS New Zealand Champion Teams

1. Kaimai-Rose, Holly Looijen and Virginia McIntyre – RGHS Target Shooting Champions – First Place
2. RGHS U15 7's Team – Bay of Plenty and North Island Champions

Representative Teams	2011	2012	2013	2014	2015	2016
National N Z Reps	9	6	5	4	6	5
National Northern Region Reps	-	-	10	10	11	8
Bay of Plenty Regional Reps	61	58	34	34	36	33

Sports Data

There has been a slight decrease in participation numbers, due to the obvious smaller roll but also the cost to be involved in sport is dictating the codes the girls will play. Whereas once, one child would try two or three different sports the cost limits them to choosing just one.

We competed in:

Regional and local competitions with good numbers of teams: Rugby 1 (1), Rugby 7's 1 (1), Hockey 1 (1), Basketball 10 (10), Netball 14 (14), Volleyball 10 (12), Indoor Bowls 2 (2), Lawn Bowls 2 (10), Badminton 2 (2), Touch 1 (2), Waka Ama 1 (2), Squash 1 (1), Swimming 1 (2), Rowing 1 (1), Athletics 1 (1)

6 students gained international recognition:

Netball - 2 Basketball - 2 Touch - 1

6 National Representatives in the following codes:

Netball - 2 Basketball – 2 Rifle shooting – 1 Touch – 1

Bay of Plenty or age group representatives:

Basketball 4 (8), Athletics 0 (10), Netball 10 (12), Rugby 7 (8), Touch 4 (3), Squash 0 (2), Rifle shooting 1 (1), Swimming 2 (2)

Students involved in Umpiring:

16 students in total over all codes plus 2 at regional level umpire or referee school teams.

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57% of our students are involved in sport according to our NZSSSC census. Please note this report doesn't include students who do sport.

CURRICULUM

In 2016 the number of options offered were 15 (16) at Year 10, 32 (32) at Year 11 (Level 1), 41 (39) at Year 12 (Level 2) and 35 (33) at Year 13 (Level 3). eVolcanic subjects offered were Level 1 - Chinese, Economics, Graphics and Japanese, Level 2 – Geography, History, Japanese and Mathematics, Level 3 – Art History, Geography, German and Graphics. This was very successful and will run again in 2017. A compulsory curriculum was again offered to Year 9 students enabling them to experience the breadth of subjects offered in each Faculty. The Year 9 programme included English, Mathematics, Science, Social Studies, Te Reo, and Physical Education/Health, together with 4 rotations covering Arts, Business, Chinese and Technology. In these rotations students experienced Visual Art, Drama, Music, and Dance; Computing, Business Enterprise, Thinking Skills and Careers, Literacy, Numeracy and Foods, Fashion and Textiles and Graphics.

ICT

Google+

The Google+ environment has proven to be a powerful collaboration tool between staff and students. With the implementation of Google classroom, and the combination of utilizing google docs, Gmail and drive, it has helped immensely with integrating our school into 21st Century education. Students are able to submit assignments online much easier, and staff are able to manage, and provide feedback in a more timely and productive way.

E-Volcanics

In 2016, we had 25 students studying through eVolcanics, an e-learning environment where the students are taught over the internet by another teacher from another school in New Zealand.

Students enrol in eVolcanics for a number of reasons:

- they have a clash on their timetable with another chosen subject
- the subject they want to study is not available at RGHS
- the level of study is different to their year level at school

The students attended an online class for an hour a week. Students studying through eVolcanics need to have good time management skills and be able to study independently.

We had students studying:

Level 3 Mathematics with Statistics, Level 3 Digital Technology, Level 3 Chemistry, Level 3 Biology, Level 2 Accounting, Level 1 Agriculture, Year 10 Chinese, Year 10 Japanese, Beginner Samoan and Beginner French.

REVIEWS

2014 ERO Recommendations:

The board, school leaders and ERO agree on the following priorities for development: Through a process of community consultation, review the school Charter with particular regard to the school's philosophy, mission and vision. This should include consideration of the 'Kia Tū Rangatira ai' framework for success as Māori from a Te Arawa perspective, as a foundation for curriculum review. This is likely to strengthen the school's shared sense of purpose and direction that responds to current student, parent, iwi and community aspirations. Build productive partnerships with contributing schools that support greater sharing of assessment information, and allows the school to more effectively build on students' prior knowledge.

The school's next ERO review will be in term 3 of 2017.

SPECIAL INITIATIVES

1. **Ngati Whakaue Education Endowment Fund**

In 2016, the school received significant funding to support Literacy programmes from the Ngati Whakaue Education Endowment Fund. The funding supports a range of initiatives including tutors and ESP tutors, and is hugely appreciated. Student outcomes were extremely positive and a great reflection on our tutors.

2. **Ngā Pūmanawa e Waru** - Is a Rotorua district wide initiative that uses best practice e-learning teaching methodologies and collaboration between schools to transform educational outcomes for learners and whanau across all of Rotorua's schools and Kura. Rotorua Girls high school became one of its 18 early adopter schools in 2015.

We are grateful to Sue winters and her learning team who have been actively involved with facilitating the development and implementation of our RGHS e Learning Plan and for their facilitation with staff professional learning. Sue and her Learning Team's ongoing support with our Future Focussed classes is superb.

Adam Ellis who leads the Tech Team, works closely with Niki. Adam organised the sponsorship for 30 of our students to attend an on-site Code Avengers three day course and professional learning for Niki and Sam at the Apple Conference. The Measurement Team have also surveyed our students and have provided baseline data which we have used for our e Learning plan.

3. **Central Schools Community of Learning** - Community of Learning offer local solutions for local schools who are encouraged to set shared goals around their children's educational needs, develop a plan and then work together to achieve these goals. The following schools belong to our Community of learning: Glenholme, Malfroy and Seventh Day Adventist primary schools, Rotorua Intermediate, Rotorua Boys High School and Rotorua Girls High school. A key benefit is that our schools are able to work on achievement challenges, sharing ideas, strategies and expertise, while still retaining a sense of their own identity. We have four Within School positions – (1) Writing, (2) Numeracy, (3) Additional learning needs and (4) Academic Tracking Years 9 – 13.

4. **CACTUS** - Twenty-three students were pushed to the limit in the Combined Adolescent Challenge Training Unit and Support (CACTUS) programme. CACTUS ran three days a week for eight weeks and is based on an Armed Forces programme set up by The Police to encourage youth to set and achieve goals that exceed what they believe they are capable of. Rotorua Sergeant Pete Riordan led CACTUS at RGHS. We are the first female single sex school to participate in the programme.

5. **Lunchtime / After School Classes** - Lunchtime and after school sports teams, cultural practices and sports competitions and interhouse were also strongly supported, as was our continuing student-organised lunchtime programme "Study in the Whare", which operated 3 days a week.

6. **Academic Mentoring** - NCEA tracking was put in place to monitor student progress for Years 11-13. This involved regular meetings with whanau teachers, subject teachers, Deans, Deputy Principals and the Principal. The holiday school programme operated again in Terms 1, 2 and 3 to help students increase their number of credits. This programme will be offered again in 2017.

7. **Academic Planning** - In 2016, Academic Planning Day was again held in Term One with the focus being on goal setting to ultimately help students align their subject choice with their future career paths. Over 80% of parents took up the opportunity and very positive outcomes occurred.

8. **Honour Society** - The Honour Society ran for the fourth year in 2016. Again, it was for all students who achieved an NCEA Certificate with a Merit or Excellence Endorsement. 67 (82) students and 22 (29) teacher mentors were involved in the programme. This programme will continue again in 2017

9. **Kia eke Panuku** - This project built on the success of previous projects such as Te Kotahitanga. It is underpinned by the principles of Ka Hikitia-Accelerating Success 2013-2017 and supports school leaders and teachers to be critically reflective and open to personal and professional change. The project's focus is on developing a culturally responsive pedagogy of relations across all levels of the school. This includes RGHS creating connections with whānau, hāpu, iwi and Māori organisations

Our data highlights the gap between Māori and European achievement.

Year	Level 1 Maori	Difference	RGHS European	National	Decile 3
2010	58.3	-22.2	80.5	48.0	46.5
2011	66.7	-33.3	100.00	48.6	43.8
2012	69.2	-16.5	85.7	65.2	76.4
2013	78.8	-10.1	88.9	69.0	82.0
2014 RGHS - 91%	92.3	-3.4	95.7	83.0	82.0
2015 RGHS - 98%	92.2	-0.1	92.3	84.0	72.0
2016 RGHS - 95%	86.4	-13.6	100.00	90.3	82.0
Year	Level 2 RGHS		RGHS European	National	Decile 3
2010	59.8	-8.6	68.4		54.8
2011	79.8	-17.3	97.1		57.9
2012	70.7	-10.9	81.6	85.9	81.3
2013	76.4	-2.9	79.3	72.0	85.0
2014 RGHS - 95%	95.5	-4.5	100	87.0	87.9
2015 RGHS - 98%	100	0	100	87.0	80.0
2016 RGHS - 97%	96.3	-3.7	100	89.0	90.0
Year	Level 3 RGHS		RGHS European	National	Decile 3
2010	41.9	-24.8	66.7	37.7	29.8
2011	52.3	-24.0	76.3	40.5	34.3
2012	65.1	-34.9	100	73.6	73.8
2013	62.3	-10.2	72.5	77.0	76.4
2014 RGHS - 66%	58.8	-26.2	85.0	79.0	77.4
2015 RGHS - 86%	87.2	-12.8	100	81.0	70.0
2016 RGHS - 93%	91.1	-8.9	100	82.0	78.0
Year	UE		RGHS European	National	Decile 3
2010	23.0	-39.2	62.2	29.0	20.2
2011	29.2	-31.3	60.5	31.3	23.0
2012	54.7	-10.5	65.2	33.1	62.4
2013	48.2	-22.3	70.5	51.0	66.4
2014 RGHS - 39%	20.3	-53.5	73.8	59.0	45.0
2015 RGHS - 54%	50.0	-26.0	76.0	61.0	37.0
2016 RGHS - 45%	40.4	-37.6	78.0	61.0	50.0

To address this disparity we joined the Ministry of Education funded Kia eke Panuku : Building on Success for Secondary School programmes. The programme gives life to Ka Hikitia and addresses the aspirations of Maori Communities, thus ensuring Maori students potential.

The programme was delivered in three phases. In 2016 the *Kia Eke Panuku: Building on Success* team continued to work with our Change Leadership Team and undertook profiling activities. These activities identified the level of intervention that we required. This evidence provided the basis for the development of an Action Plan and for measuring future change. We will continue this work as part of the COL to achieve our achievement goals in 2017.

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 and Kia eke Panuku Action Plan)
- To improve attendance rates for Māori students through involvement and co-operation with whānau
- 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

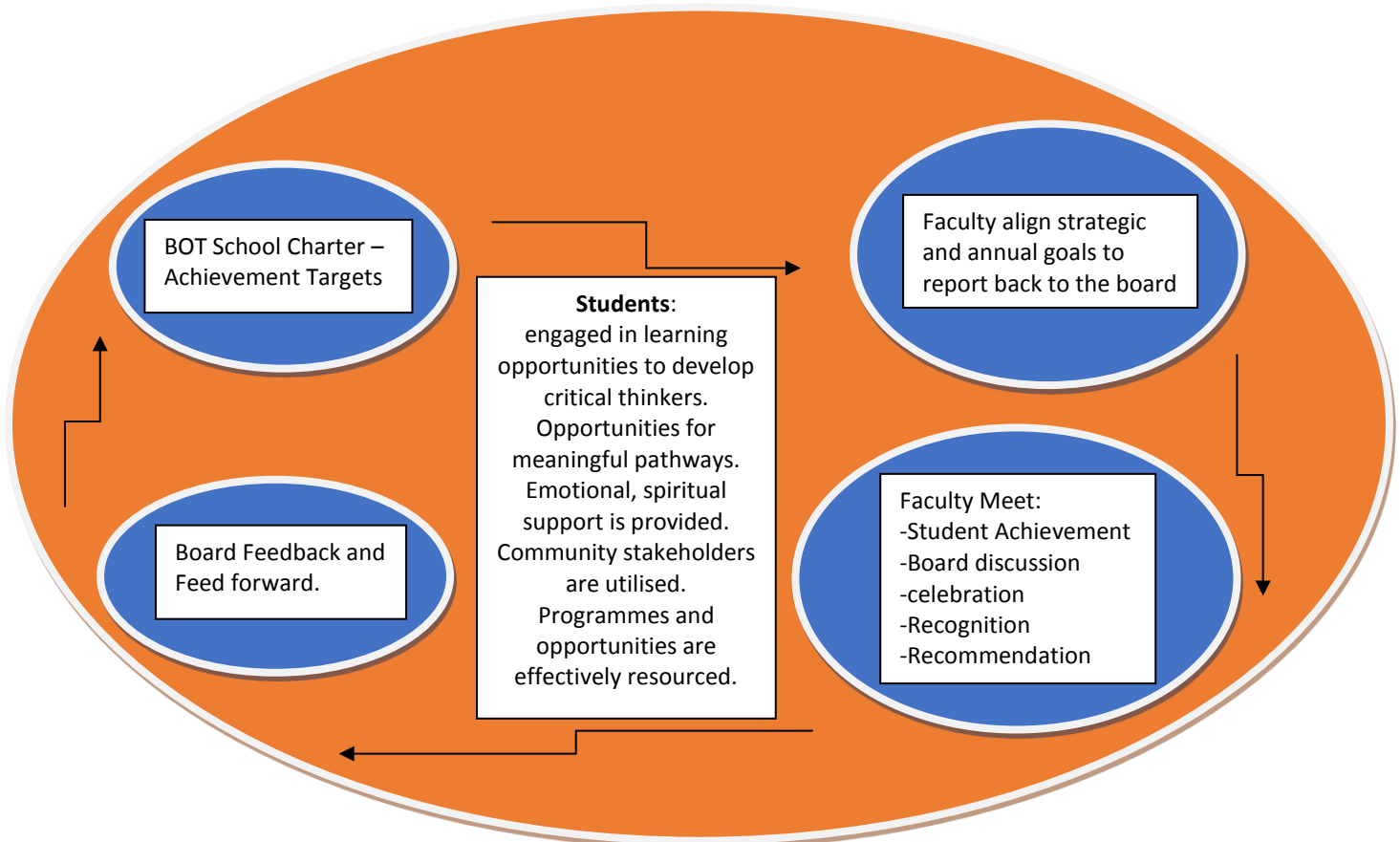
These goals will be achieved by:

- Implementing Kia Tu Rangatira Ai model and Kia eke Panuku (see Action Plan)
- Developing teacher-student relationship based on culturally responsive and relational pedagogy
- Enhancing whānau engagement with school
- Developing teaching practice which includes a holistic perspective and is strength based
- Using professional learning such as Kia eke Panuku 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
- Supporting technological initiatives for collaborative learning
- Meet regularly with Deans to monitor attendance
- Amendments to the Behaviour for Learning Plan which requires greater monitoring by whanau teachers

10. **Faculty Development**

Departments belong to 1 of 7 Faculty areas, each led by a Head of Faculty (HOF). The Faculties include Business/Art/Technology, English, Health/Physical Education, Humanities, Mathematics, Marautanga / International Languages and Science and enable every teacher to be part of a professional team. The HOF's together with the Senior Management Team (Principal and 2 Deputy Principals and an Assistant Principal) are the professional leaders of the school, meeting monthly, and overseeing the curriculum and professional development needs of the school. This enables every teaching staff member to have direct involvement in the school's professional organisation, and to be involved in the school self-review process. Each year the Board implements a three tier process of review - read the faculty data, meet the Head of Faculty and report back to each individual faculty.

Board of Trustees Cycle of Review



11. **School Based Alternative Education**

A school-Based Alternative Education class continued (for the eleventh year) at Year 10 to support students at risk of leaving school. Most of these students continued in our mainstream programme in 2016 which was extremely pleasing. However, attendance was still an issue. Since 2010 the Board has committed funds to ensure the sustainability of this programme. However, MOE funding to school ceased at the end of the year. Students will now be referred to Kokiri the new off-site AE facility.

12. **School Network**

The school's ICT strategic plan was implemented last year.

13. **PB4L**

In 2016 Rotorua Girls High School was into its third year of the PB4L (Positive Behaviour for Learning) Ministry of Education initiative which aims to promote appropriate behaviour in a positive manner that is supportive of all students and staff.

The programme aims to minimise inappropriate behaviours and to celebrate positive social and academic student behaviours.

We have championed the story of our Te Arawa ancestress Te Ao Kapurangi and have woven her qualities into our PB4L (Positive Behaviours for Learning) expectations using the acronym TEAO.

The willingness to learn
Engaged to achieve
Always showing respect
Offers to serve

PB4L Recognitions for 2016 for Years 9 – 13

Year 9	1530	(51%)
Year 10	849	(28%)
Year 11	326	(11%)
Year 12	204	(7%)
Year 13	119	(4%)

In 2016, we aligned Restorative Practices to PB4L Programme.

STUDENT STAND DOWNS/ SUSPENSIONS

	Term 1	Term 2	Term 3	Term 4	Totals
Principal Contracts	4 (1)	7 (7)	3 (0)	(0)	14 (8)
Suspensions	6 (0)	6 (0)	5 (0)	5 (0)	22 (0)
Stand Downs	7 (2)	10 (5)	7 (1)	6 (0)	30 (7)
Section 27	3 (0)	0 (2)	0 (0)	0 (0)	(2)

STAFF NEWS

In 2016 15% of staff were actively involved outside the classroom in coaching/managing sports teams and 31 assisted in art / cultural events.

As well, staff participated in a wide range of curricula and co-curricular activities outside the classroom, including:

- Six members of staff completed the Mind Lab 32 Week Postgraduate Certificate in Applied Practical (Digital and Collaborative Learning)
- NCEA external assessment markers.
- NZQA moderating panel.
- Being on Management Committee of the Rotorua Girls' High School for Young Parents, Rotorua Girls' High School Childcare Trust.
- Members of regional subject associations.
- Three members of staff completed the eight week CACTUS course.

- One member of staff on the RGHS Childcare Committee
- Member of staff on vulnerable children's group (MSD)
- Member of staff on Mokomoko Leadership team (148 years for NZ government to accept the wrongful hanging of ancestor 17th May 1867) first ever bill to go through parliament in Te Reo.
- Members of the Management committee for the Regional Secondary School Kapahaka competitions
- Member of Ngati Whakaue Endowment Fund Board
- Panellist on the Teach NZ Scholarship Panel for Early Childhood, Primary, Secondary School Leavers, Career Change
- Two members of staff completed the 52nd Rotorua Marathon
- One member of staff completed the Tarawera Ultra Marathon

COMMUNICATION

Communication with parents occurred through 10 bulletins, 11 Board of Trustees meetings and 3 whanau support meetings. information evenings, 1 meet the teachers evening, 1 report meeting, 1 new parents/sports expo evening, a one day Academic Planning Programme, a Top scholar evening, an open day and meeting for accelerate classes, 2 prizegivings, and 1 graduation dinner. Parents received 4 online reports plus a progress report 6 weeks into term 1. All students received a personalized RGHS Student Diary, and an ID with coloured photograph. Our website has been updated and is used extensively with various school groups having their own Facebook page.

Deputy Principals, the Assistant Principal, Deans and many other staff continued with the practice of having 24 hour answer phones available for parents on our direct (DISA) line, and these were again well used.

RESOURCES

The Ministry of Education provided funding (H Block Fire) to:

- Upgrade Core Switch
- Upgrade switches in certain blocks

Part of the ICT budget in 2016 was used towards the Wifi upgrade, 30 High end Leased PC's for our specialised subjects.

All staff are now very adept at completing period by period attendance checks using laptops or mobile devices such as iPads, on our KAMAR Student Management System. The Board of Trustees financial support saw the reintroduction of Non- Attendance text messaging and an upgrade of KAMAR to enable online reports to be written at home .

During the year no direct overseas marketing was done, although links with agents in China and Japan were maintained. We had 1 (1) fee-paying student in 2016.

During 2016 funds were accessed from a number of agencies including:

- Rotorua Energy Charitable Trust - Co-curricular Activities Fund and Role Model Fund
- Various Pub Charities – funding for Co-curricular Activities

ALLIED FACILITIES

Wellness Centre

Mission: *“To provide an on-site facility which will promote and support the total well-being of Rotorua Girls' High School student, staff and school community”*

Rotorua Girls High School Wellness Centre Annual Report 2016

Comparative Statistics: **Total Student Consultations Only**

	2014	2015	2016
Nurse	2617	2142	2299
Counsellor	768	483	789
Doctor	386	323	382
Outside Providers	582	624	853
Total	4450	3572	4323

Narrative:

The year has been consistently busy with students from all year levels accessing the services for a variety of issues. We started the year having a lot to do with the new intake of Year 9 students who were presenting with different degrees, and types of, at risk behaviour and we urgently organised other providers within the school and community to work with them. We were so grateful to the REAL team over that time as the hours had been reduced for the Guidance Counsellor and this team stepped up to assist us in so many ways.

Mental Health continued to be a concern for us over Term 1 and funding was sourced to employ a Full Time Counsellor, so we gave a huge Nga mihi to Whaea Raiha for her time in the Wellness Centre and Tayla Sloane was employed from the REAL team. Tayla was very quickly inducted into the Wellness Centre early in Term 2 and from there has become a major part of the centre as statistics show. The Nurses' workload has significantly lightened with the induction of a correctly trained person in the Counsellor's position allowing the Nurse to spend more time in consultations educating and following up students. Having trained personnel was even more important at the beginning of Term 3 when we had four students in as many days who required Crisis Assessment Team intervention due to suicidal ideation.

Our Doctors clinics have been consistent and once again we are seeing more conditions associated with lower socio economic peoples, overcrowding and homelessness such as infected dermatitis, eczema, Impetigo, boils, Roundworm, Scabies and Conjunctivitis. We were able to source assistance from the District Nursing Service to assist us with chronic infections to alleviate the cost on the school. There have also been numerous referrals through to the hospital and outpatient clinics from these Dr Clinics for our students.

We have also worked with those presenting with at risk behaviour whether that be Drugs, Alcohol or young sexual activity. Students abusing/binging on alcohol and making unwise decisions under the influence were a problem at times for us in the early days of the week, presenting to discuss issues that affected them over the weekend and in a few cases we referred students to Outside Agencies and police where Sexual Abuse either current or historical had taken place. Sexually transmitted Infections have also been of concern to us medically. We discussed this with the health curriculum team so that they could educate further around these at Year 10 level because after this health is not covered.

Once again our Osteopath Service has been very popular with both staff and students despite the fact that we have had 3 different people offering the service over the year. We so look forward to this service continuing in 2017 and thanked the staff from osteopathic services.

Te Utuhina Manaakitanga Trust counsellor Verenique Fredericks has had an amazing rapport with our students in 2016 and often carries out a twice weekly visit for those she is concerned about. Verenique is happy to come in at any time and carry out any Professional development required.

HEADDSS assessments have continued this year on all the Year 9 students and AE students and we are grateful to RN Aneta Stone-Martin for her mahi this year.

We finished the year needing to check on the Immunisation status of the junior school after a couple of students returned positive tests for Whooping Cough. We were able to look after the vulnerable and implement an education discussion with staff around the need to Vaccinate themselves against this, every ten years.

Without our Outside providers we would be lost and we appreciate their input into our students. Sometimes that means that when they arrive especially on a Wednesday which seems to be their preferred day the co-ordination and retrieval of students can be a logistical nightmare but at the end of the day, the students are being seen by professionals and must reach a stage of being easier to engage in class and to educate.

One of the best things about 2016 has been the fixing of our computer system after a couple of years of "dropping off" the grid and we remain thankful to the tech team from RAPHs and RGHS for getting together to sort this out. Frustration levels of the Doctors and nurse were reduced instantly! And we managed to keep one of our GPs who was ready to leave.

The other best thing was the employing of Tayla Sloane as the Guidance Counsellor, I remain amazed at this young woman's ability to engage with the students and work alongside them in such a professional capacity and it is to the school's advantage that they have employed her for 2017. The students, many of them carrying out at risk behaviours are always eager to access her services and the return rate remains high. The network of community agencies she has built around herself to assist and refer to and her engagement in professional supervision are all a positive outcome for our students.

We have worked together on visualising where we see ourselves in the school in 2017 and have come together with plans which will be implemented from Day 1 Term 1. Most of our aims and goals are for Promotion of the Wellness Centre and Services, Education and capturing the at Risk Behaviour students, identified from Intermediate and Motivation for staff.

Staffing will be a little different for 2017 as we work to cover the centre from 0800 -1505 and the 58 hours between us. It will look a little different for staff but the service will remain the same. Just at times there will only be one of us available at the beginning and end of some days where we have seen historically we are quiet or the service is needed on some days more than others. We have worked around our Outside Providers making sure that I am around to cover the Doctor clinics and Tayla is around to assist with the retrieval of students for the counselling services. Tayla has transitioned into the centre, learnt all there is to know about the systems and also has First Aid Experience that this will work amazingly. We may need to make tweaks over winter but we have trialled this in the last few weeks of school with no hitches.

Tayla and I have been sourcing Professional Development needs where we can and look forward to furthering our needs in 2017.

A new initiative for 2017 will be the placement of a Mobile Dental Clinic at the back of the school for Term 1. This is following consultation with the LDHB and Absolute Dental. We are currently working with them to organise Power, Water and Drainage. What we will need to do is provide co-ordination of the students to be seen and promotion with regards to this new exciting venture. We have sourced brochures and have initiated consultation with Colgate to see if we can get "sample" packs for those attending. We will start with 2017 Year 13 students to make sure they get seen then work our way down the levels. I am so happy to see this service come into the school and we will work hard to make this a smooth transition for the Mobile Unit.

Breakfast 2016 - We were grateful to Whaea Raiha opening the doors early for the students to come in for Breakfast especially over the winter terms, and it has remained consistently busy. There have been times when the kitchen has been left in less than a desirable state and the girls have had to be held responsible for that. We will be introducing a few stricter "rules" next year to make the users more accountable. We will also look at making a few packed lunches each day and have these in the freezer for students who require a packed lunch.

This year we were grateful to staff who provided extra over the winter terms so we could offer soup and toasties on those cold wintry days. We also noted the increase of students over winter with Weetbix and Milk being consumed more this year than any other and girls reporting they were having brekkie at school to alleviate the cost of food at home and in some cases we were feeding and distributing excess goods to those students who were made homeless for short times.

We thank each and every one of you reading this for the support you have given us through the year be it staff, parent or student. We are both very excited at the prospect of working together and with you next year and hope to assist you in making a difference in the school.

Nga Mihi
Shirley Tickelpenny - Wellness centre Co-Ordinator

2016 Guidance Summary

I am writing to summarise my time as a Guidance Counsellor so far this year. Since my start in week 3, Term 2, I have really enjoyed my time at Rotorua Girls High. I have found the staff and students welcoming. I feel that I fit in well and I have made good rapport with the students.

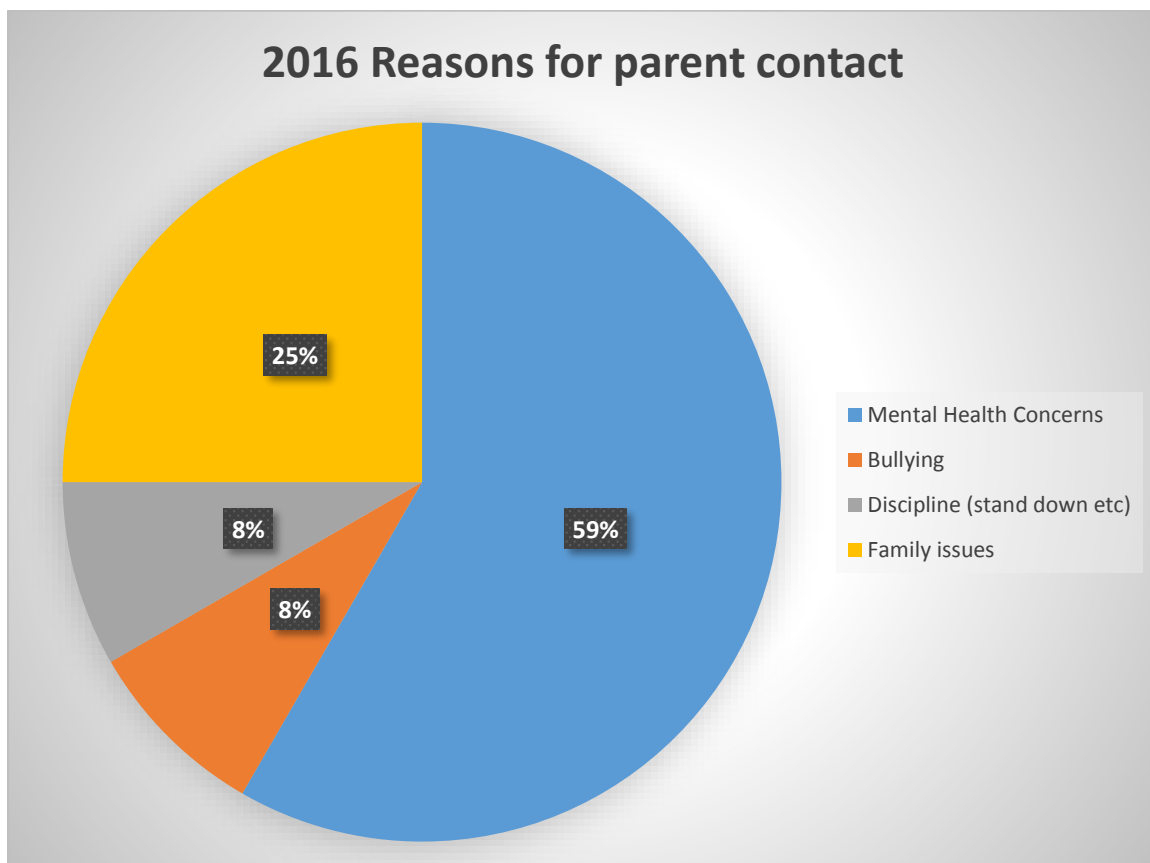
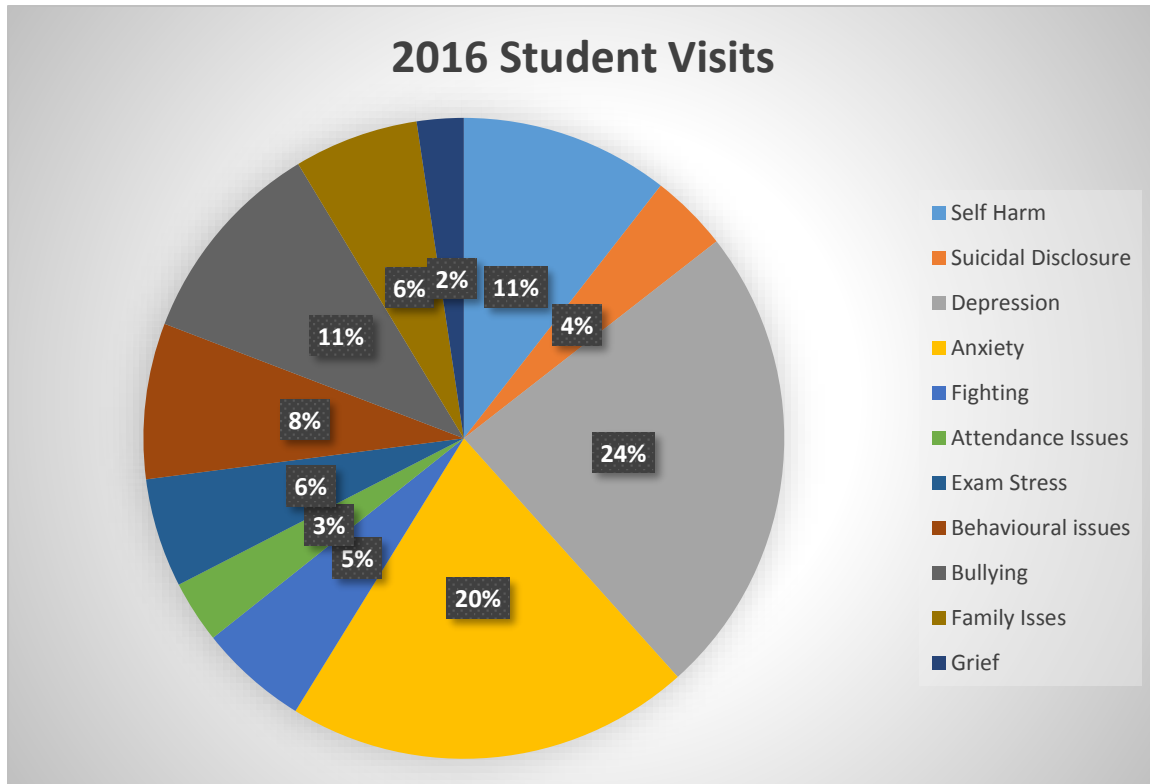
Counselling is a much needed service here at Rotorua Girls High School. We have a high number of students experiencing multiple difficulties. Being a low decile and in an area with low socio-economic status, we are exposed to having unwell students, both physically and mentally. Mental health issues are significant, and have been the base of most visits in Term 3. Other issues include bullying, poverty, gender and sexuality issues, suicidal ideation, parental addiction and mental health issues, school stress and general life stress, abusive homes, relationship and friendship break up, pregnancy and terminations.

Our external providers are great at helping with our more extreme cases and are great in supporting our girls. Because they are only here certain days, and have specific criteria, it's really important to have someone to support the girls daily and for whatever reason they may require. There have also been multiple mental health crises where it has been really important to have a counsellor on site.

I have attached graphs of reasons for visits. Some of the issues I have encountered since starting Suicidal ideation, attempted suicide, sexuality issues, self-harm, alcohol abuse, parental addiction and mental health, homelessness, run-away, bullying, school stress and general life stress, abusive homes, personality disorders, depression, anxiety, relationship and friendship break up, and sexual and physical abuse.

I am passionate about supporting our youth and helping them to achieve all they can. This is why I am so grateful to have had this experience and I look forward to see what the next year brings.

Kind Regards,
Tayla Sloane - Guidance Counsellor

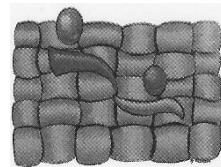


Rotorua Girls' High School Childcare Trust

Through 2016 teachers worked on developing a new philosophy based on the Key Teaching approach that is firmly embedded in centre practice. It is as follows:

Key elements of our centre culture are based on high levels of relational trust, where children and whānau have the space to explore and be curious in an unhurried manner. Our approach of key teaching, values advocacy through intimate knowledge of all learners.

Through these key teaching relationships, we support children to learn within the context of their own cultural identity, fostering their self-driven learning within a model of centre wide leadership. These meaningful elements form the foundation of whakawhanaungatanga, upon which the centre community is built.



The centre was successful in its application to Rotorua Energy Charitable Trust for a heat pump and mattresses for the sleep room, a wooden play whare that extends on cultural learning opportunities and a couch for our breastfeeding mothers. Collectively these items help to provide an optimal learning environment for children

Connecting with our community in a variety of ways is an ever-evolving interest for all stakeholders of the centre. During 2016 we extended on these opportunities through a Fish and Chip evening, Whānau breakfast, Disco evening, a float in the Santa Parade and the Children's Christmas Party. The newest addition of the Disco evening was a real highlight with children performing their newly learnt dance routines as a result of the Wednesday classes that parent, Jane Trask, takes each week.

Rotorua's ARENA

The ARENA has become a very busy place for weddings, sports events and one-off events. The regular yearly events such as Mainfreight and Boxing (2 events a year), karate national bowls have continued with success. During the week, bookings are full. The interest in the ARENA is growing. It is hard trying to fit our own kapa haka and sports teams in because of these event bookings.



We have also had our interschool Volleyball and Futsal along with mixed netball (twice a week) and Frisbee – are all regular or weekly users. We also allow use for some events free of charge such the annual Taini Town Fundraiser, and Tuhourangi Haka group in their build up for Matatini Nationals.

Our school community enjoys many events in the ARENA as well as pohiri, sports prizegivings and senior and junior prizegivings. Our students truly appreciate the availability of it for sports trainings (every day of the week is booked) and special events such as CACTUS who have used it as did our Pasifika group for noho. Our ARENA is used seven days a week. Most days are completely full. The ARENA is becoming more popular every day.

Most of the ARENA has had an internal paint job. We have replaced many sensors and lights, and neo amplifier has been installed. The maintenance of this building has always been of a high standard because of the number of visitors that use the facility. There are still a few things that the ARENA needs for future events - a lift or escalator and a sink and water access up on the Mezzanine Floor.

Rotorua School for Young Parents – Te Here Akoranga Mo Nga Matua Rangatahi

Transformational change became the norm for the Rotorua School for Young Parents in 2016. With three new teachers employed during the year and another employed to start at the beginning of 2017, change was unavoidable. New teachers meant new subjects, new ideas and new energy however there was a need for long serving teachers and returning students to ensure that the whanau culture and marae learning environment were not forgotten.

Goals set in 2013 after the 'The Rotorua School for Young Parents' was reviewed by the Education Review Office (E.R.O) became closer to being achieved. One of the recommendations from E.R.O in 2013 was to; **Review the range of subjects and the current staffing to ensure that the learning needs and aspirations of students are well met.** In the three years since E.R.O's last visit the Rotorua School for Young Parents has moved from providing only one approved subject (English) above level 1 to 9 (English, History, Media Studies, Accounting, Maths, Physical Education, Photography, Health and Art History).



The move in focus from assisting students to gain level 2, to planning pathways for all students to gain level 2 and above in subjects that are approved for University Entrance required has now become the expectation and not the exception. Adding a science teacher to the staff in 2017 is another deliberate step by management to improve the quality of the education the young parents receive. The link below is to the E.R.O tracking sheet from 2013 - 2017.

E.R.O Tracking - In 2016 students enrolled at the Rotorua School for Young Parents gained 1450 credits. Although this was less than the previous year the significant difference was that 557 of these credits were achievement standards and came from University Entrance approved subjects. This was an increase of 125 achievement standards. Proof that the change of focus was making a difference to the quality of students academic achievement. Tracking student achievement across subject areas was a deliberate action taken by teachers to ensure student achievement was on target for students to achieve their academic goals. This can be seen using the link below.

https://docs.google.com/spreadsheets/d/1VuVf4naHDfQB9NeMojKmm8NBKxVv2izl5WvznzCBOVI/e_dit?usp=sharing

The focus on increasing students and teachers digital competence continued in 2016 with teachers choosing to work with Nga Pumanawa e Waru staff members to create a shared Teaching as Inquiry Project that would be the basis of their appraisal for 2016. The shared inquiry question was; *What would be the shift in learner agency and student achievement at R.S.F.Y.P with increased use of collaborative online spaces.* The inquiry was effective in moving teachers to learn about, develop skills and increase their use of online spaces in order to provide students opportunities for ubiquitous learning. Data from student surveys showed that students were not accessing schoolwork outside of school as most teachers were not providing it. Shared tracking by teachers stimulated action and improved collaboration. The shared tracking of the deliberate actions taken by teachers can be seen using the link below.

https://docs.google.com/document/d/1NjDM_VXSFThtw69zwx9Z5eqUsYfgUkrLi8_F8acGJiQ/edit?usp=sharing

Attendance continued to be a significant barrier to students completing their goals. With the assistance of a social work student a thorough student attendance survey was actioned in Term 3. Students were thoroughly interviewed about their attendance habits and their engagement at school. Recommendations were made and actions taken to address any of the issues that were identified. Using the results is ongoing and student voice is gained constantly to remove barriers to students reaching their goals. The survey results and recommendations can be seen on the link below.

Whanau engagement continues to be seen as an ongoing commitment by the teachers and management of the Rotorua School for Young Parents. The annual goal to create opportunities to engage the whanau of every student was set in 2016. Tracking of the engagement activities used can be seen using the link below.

<https://docs.google.com/document/d/1oqoZZh64bcUNIFVTvsi4610ILUuSSjwWQfPoMZV-h40/edit?usp=sharing>

Looking to make whanau and community engagement a priority at the Rotorua School for Young Parents the ' whanau engagement proposal' was created and a teacher was given responsibility and time allowance to action the proposal. The proposal was extremely ambitious and continues to be actioned in 2017. The details of the proposal can be seen using the link below.

<https://docs.google.com/document/d/11XRjr9AnUdtCT8GkTMju3GxmgakSBIVeEqPnA3Rct0S0/edit?usp=sharing>

With a planned E.R.O visit in early 2017 the Rotorua School for Young Parents teachers and management were satisfied that their progress since their review 2013 had been significant and at the end of 2016 was looking forward to having the work that had been done recognised by E.R.O.

Wendy Mack
Teacher in Charge

THANKS

I have depended on a number of people this year.

The greatest resource a school has is its staff, both teaching and support staff. At RGHS they are a great team who work tirelessly to provide the best possible educational opportunities that they can. Thank you for your trust that you have offered me and my leadership as I have had to rationalise staffing, buildings and resourcing in some areas, while increasing support in others.

I am privileged to lead RGHS and appreciate the support of the full Board for their time spent on improving opportunities for our students and in particular the Chairman, Chris Nairn. The Whanau Support, Pasifika and our Kaumatua have again given freely of their time, their expertise and their wisdom, and I thank them sincerely.

There are many other groups and individuals who make a significant impact on the lives of students by providing scholarships or financial incentives. I thank them all most sincerely, and in particular I would like to publicly acknowledge the financial support we have received from the Rotorua Energy Charitable Trust and the Ngati Whakae Education Trust. Their monies have been well used and have enabled our students to experience many opportunities not possible in other areas of New Zealand.

A further group I would like to acknowledge are all the past students, parents and supporters who help with sporting and cultural events. They manage, coach, provide transport, and are just there. Together they all create a 'web of inclusion' within which our students develop and grow. On behalf of our students I thank you all.

I acknowledge the commitment and dedication of my Senior Leadership Team, Aramoana Mohi- Maxwell, Raewyn Krammer and Tui McCaull.

Finally, I also acknowledge my staff - both teaching and non-teaching - and say "Thank you all so much for your support, for the extra time you put in, for the care and attention you give to the students, as well as all the extras that you do that are so rarely acknowledged."



Ally Gibbons
Principal
1 May 2016