



“Mauria te pono - Keep Steadfastly to the Truth”

CHARTER

2019

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“Mauria te pono - Keep Steadfastly to the Truth”

SCHOOL VISION

We are Learner Centered

- We will provide excellent education opportunities to all students
- These opportunities will lay the foundation for students who on leaving the school can face the future with confidence and have the skills necessary to make a meaningful contribution to a global society
- After consultation with our staff, students, parents and community the key values needed to create the best possible learning environment, were identified
 - Respect for the Individual
 - Cultural Diversity
 - Fairness
 - Co-operation, Courtesy and Commonsense
 - Honesty and Integrity
 - Self Discipline
- All sector groups; board, staff, students, families and community agreed on the personal qualities desired in students' leaving Rotorua Lakes High School for the workforce or tertiary education
- These qualities are illustrated on our Charter diagram as three interlinked circles with the central core being the mana of the individual student, of the school, of whanau and of our Lakes community. An individual demonstrating these qualities will be accorded Mana by his or her school, whanau and community.
- A student leaving Rotorua Lakes High School for the workforce or tertiary education will be -
 - Confident
 - Tolerant
 - Motivated
 - Honest
 - Reflective
 - Adaptable
 - Resourceful
 - Respectful
 - Resilient

and our curricular and co-curricular programmes will endeavour to foster, develop and grow these valued personal and community qualities.

School Number: 154

Rotorua Lakes High School

Charter 2019

Ratification of this charter: Board of Trustees Meeting – Tuesday 26 February 2019

Annual Reporting to MOE: & Update of Charter:

School Planning Year

January to December

Mission statement:

“Rotorua Lakes High School will provide excellent education to every student”

“Ka whakarato te Kura nei ki nga taurira katoa, he matauranga pai rawa atu”

Motto:

“Mauria te pono – Keep steadfastly to the truth”

Background

Rotorua Lakes High School was opened in 1971 and is located on the eastern side of Lake Rotorua. Its boundaries follow the eastern shores of Lake Rotorua to the northern end of the lake and take in the areas bounding Lakes Rotoiti, Rotoehu and Rotoma to the base of the Rotoma range. To the south east lie the areas of Lakes Okareka, Tarawera, Tikitapu and Rotokakahi. The area is steeped in rich Maori history of the Te Arawa tribe. The area has 6 main hapu – Ngati Pikiaio, Ngati Rangiteaorere, Ngati Uenukukopako, Te Roro o te Rangi, Ngati Hinemihi, and Hurunga-o-te-rangi.

Treaty of Waitangi

The school will meet its obligations under the Treaty of Waitangi in the following ways:

- Encouragement of Maori students to access Te Reo and pursue this to Year 13
- Encouragement of ALL students to access Te Reo and pursue this to Year 13
- Te Reo to be available at all levels of learning
- The school environment will reflect Maori culture
- Professional Development of staff will ensure that their teaching is empathetic to Maori values
- By the employment of suitably qualified Maori staff
- Courses and programmes of work for students will reflect Maori culture
- Offer partial immersion Rumaki class.

School and School's Community

Rotorua Lakes High School is a co-educational, state secondary school, which was founded in November 1971. It is situated in the eastern suburban part of Rotorua City. Its tributary area consists of the eastern slice of the urban area plus a large tract of rural hinterland from Lake Tarawera to Lake Rotoma - hence "Rotorua Lakes". The area is rich in Maori history and legend abounds. Many marae are found - especially around the shores of Lakes Rotorua and Rotoiti.

The school is on an attractive undulating site of some 5 hectares which has spectacular sweeping views over Lake Rotorua. The grounds have been landscaped and planted with many indigenous plants/shrubs.

The school motto is "Mauria Te Pono" (Keep Steadfast to the Truth) and the emblem - the outline shape of a stylised Maori Wahaika with the inside designed to picture the shapes of the Rotorua lakes - is based on the form and history of the area.

The school buildings are grouped as a focal point on Porikapa Road and include an Administration Block, Auditorium, Gymnasium, Library, General Teaching Blocks, Technical Arts Block and relocatable rooms. Special features of the school include a Squash Complex, Health & Wellness Centre, Astro Turf, Horticulture Complex, Computer Suites, Food Technology Suite, Bilingual Unit, Wharenui and Special Needs Unit - some of which were built with the assistance of community funds and labour.

From the beginning of 2012 the school has been the Lead School of RTLB Cluster 20, and the Board of Trustees has been the employer of the 31 RTLB as well as a Cluster Manager.

In March 2018 the school roll was 684 students, including 18 Secondary Tertiary Programme students, 6 fee paying students, and 3 AE students. The ethnic makeup being 46% are Maori, 50% NZ European and 4% Asian. The school had in 2018, 113 staff including teachers, administration, support, caretaking staff and RTLB.

Rotorua Lakes High offers its students an education with an emphasis on identifying and catering for individual needs. Multi-level courses are available for senior school students, as well as participation in the Primary Industries Trades Academy and in the school's Secondary/Tertiary relationship with Toi Ohomai. Students with Special Needs, operating at Levels 1-2 of the curriculum, are able to participate in the Te Puawaitanga programme which offers individualized learning based around the SPEC programmes, as well as mainstream opportunities.

Junior students have a wide choice of option subjects, as well as academic extension opportunities and the option of studying NCEA standards in years 9 and 10. Junior students with identified special needs have the option of learning through the Te Puawaitanga programme which offers individualized programmes and also uses courses from the SPEC programmes.

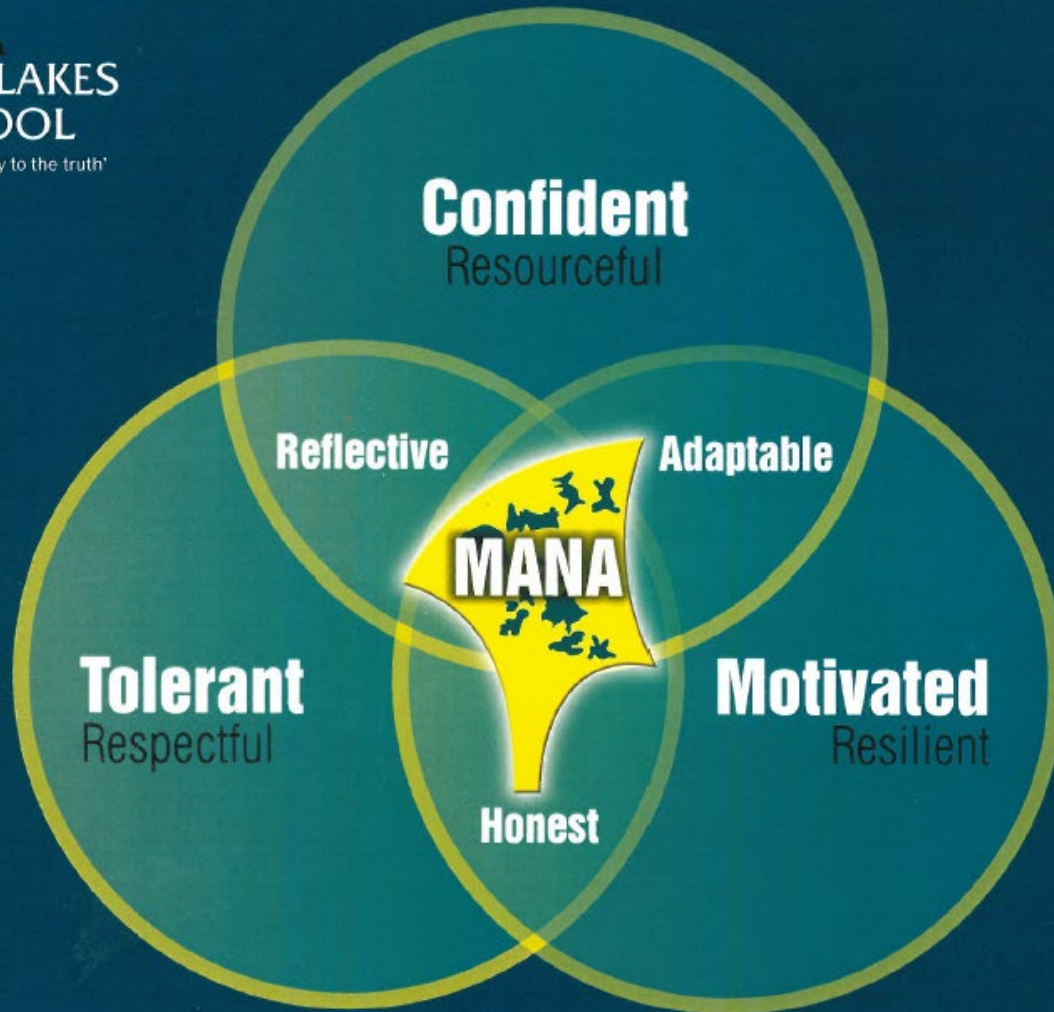
The Special Needs Unit offers fully individualized programmes for students classified as Very High Needs or High Needs under ORRS. Other ORRS classified students work within the Te Puawaitanga programme or are fully mainstreamed with teacher aide support funded through ORRS.

In addition, the school offers a wide range of sporting, cultural and outdoor activities to all its students.

Student-teacher interaction is positive and rewarding for both, with teachers leading by example.

The success of Rotorua Lakes High School depends on the successful partnership/ relationship between student, teacher and family.

Rotorua Lakes High School celebrates the multi-cultural diversity of its students. This may include students from overseas exchange programmes, foreign fee paying students, resident students who may come from a variety of ethnic backgrounds.



Simply the best

Mission Statement

"Rotorua Lakes High School will provide excellent education to every student"
"Ka whakarato te Kura nei ki nga taura katoa, he matauranga pai rawa atu"

CARE

QUALITY

ACHIEVEMENT

EXCELLENCE

Strategic Section: This section is relevant for the period 2019 to 2020 and is to be reviewed at the end of 2019

ROTORUA LAKES HIGH SCHOOL - MISSION STATEMENT

1. "Rotorua Lakes High School will provide excellent education to every student"
2. "Ka whakarato te Kura nei ki nga tauira katoa, he matauranga pai rawa atu"

STRATEGIC GOAL 1

"We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of all of our students achieving NCEA Level 2."

<i>1.1 We will promote the highest standards of achievement, through programmes that enable all students to realize their full potential, and enable us to meet the national target of 85% of all students achieving NCEA Level 2</i>	<i>1.2 We will increase the retention rate of students through innovative policies, programmes & pathways in order that 85% of all students achieve NCEA Level 2</i>	<i>1.3 We will increase the number of students leaving school with relevant qualifications, and meet the Ministry target of 85% of all of our students achieving NCEA Level 2</i>
1.11 We will have policies and procedures to ensure that there is constant & ongoing development of programmes that meet the needs of all students and will also target and review Maori achievement.	1.21 In 2018 we will continue to review our school-wide systems to identify, monitor and provide effective academic programmes to those students most at risk of not achieving.	1.31 Deans and the relevant D.P. will actively monitor the progress of students of their year level to ensure required progress is being made.
1.12 We will actively develop opportunities to provide for student achievement in the wider community	1.22 Continue to develop Year 11, 12 and 13 programmes to provide students with a greater range of relevant pathways for academic success and future career choices	1.32 The careers programme will be continually developed to meet the needs of all students at all levels.
1.13 We will encourage distributed leadership opportunities for all staff in order to empower staff to be change agents to raise student achievement.	1.23 Continue to develop practical, skill based courses in conjunction with prospective employers & trade training providers at Toi Ohomai and through The Primary Industries Trades Academy.	1.33 All curriculum areas will review and develop their programmes to enable all senior students to achieve NCEA success at the appropriate year level.
1.14 Increase the leadership & mentoring opportunities for senior students. Develop leadership opportunities for junior students.	1.24 To continue development of the ICT programmes in the school to ensure that students leave the school well prepared for the future in this environment. To implement the Digital Technologies in the NZ curriculum. This will be a major focus of PLD for 2019	1.34 Implement new courses to enable student achievement, eg. Rumaki class, Year 13 Sport & Recreation courses in conjunction with Te Waiariki Purea Trust, SPEC courses, Trades/Gateway courses and new Fitness/Wellness courses at years 12 & 13
1.15 Provide enhanced reading and mathematics to students identified as being below expected achievement levels.	1.25 To encourage and support our students to be involved in co-curricular activities – sport, kapa haka, drama, music, oratory, Duke of Edinburgh, community volunteering etc	1.35 Maintain opportunities available through The Primary Industries Trades Academy and courses offered via our Secondary/Tertiary relationship with Toi Ohomai and local industry.

Strategic Goal 1 continued:

1.16 Provide learning opportunities for students at Years 9 & 10 involving STAR Taster Courses	1.26 Student attendance patterns to be monitored daily to ensure all students attend school regularly.	1.36 Maintain Gateway student placements and achievement – 2019: 112 places
1.17 Identify the Gifted and talented students in each learning area and develop programmes within curriculum areas to meet their needs	1.27 On-going school-wide PD on differentiation and other teaching strategies to most effectively meet the learning needs of all students, particularly target groups. Differentiated strategies will always be informed by high expectation for all students.	1.37 Continue developing local curriculum initiatives at the junior level in particular to meet the learning needs of all students
1.18 Our Year 9 and 10 reporting will give an explanation of curriculum levels.	1.28 Continue to develop effective relationships with parents/whanau and the community using ICT, Kamar, Google Docs, which will involve PD for staff, students and parents/whanau.	1.38 Collect and use data/evidence to inform all reviews and planning of teaching/learning.
1.19 Use Data/ Student Achievement Data/ Formative Assessment/ Differentiation within the cycle of assessment		1.39 Maintain local industry placements offering experience, training and qualifications e.g. Salon St. Bruno, The Warehouse etc.
1.20 Provide a programme of effective careers guidance for all students to fit their strengths and life goals.		
1.21 We will extend the use of ICTs in all teaching programmes. Every teaching area has a data projector. We will need 2 further sets of COWS to meet teaching/learning requirements across the school.		
1.22 We will review the Junior Curriculum over 2019.		
1.23 We will continue a relationship with Toi Ohomai to provide educational opportunities for senior students. We will seek other local industry partnerships.		
1.24 We will foster teacher inquiry into raising student achievement and integrate this into appraisal and PLD.		

Strategic Goal 1 continued:

1.25	In 2019 we will continue to offer two Year 9 & 10 Maori Language options. One for students who have good oral and written Te Reo skills in a partial immersion Rumaki class, and one for students without a high level of Te Reo.		
1.26	At Level 1, 2 & 3, Maori students must have the pre-requisite skills in Te Reo.		
1.27	NCEA Level 1 Maori will be offered at year 9 in 2019 through the Rumaki class, and Year 10 Rumaki class may do Level 2 Maori.		
1.28	We will continue to implement careers across the curriculum and all year levels focusing on vocational pathways.		
1.29	We will maintain our partnership with Primary Industries Trades Academy.		
1.30	We will offer SPEC Programmes for students operating at Levels 1 & 2 of the curriculum at Years 9 – 13 run through Te Puawaitanga programmes.		
1.31	We will provide a Homeroom base for students operating at Levels 1 & 2 of the curriculum from year 9 to year 13: Te Puawaitanga.		
1.32	In 2019 we will participate, in conjunction with Lynmore School, Owhata School, Rotokawa School and Mokoia Intermediate, the Easter Rotorua Community of Learning (COL). Our agreed target for this COL that by the end of 2019 85% of students across the Eastern Rotorua Community of Learning will be achieving at or above the expected level.		
1.33	Teacher/Departmental PD will include formative assessment and differentiation, informed by high expectations of achievement of every student, and using teacher inquiry to improve and review practice and increase student achievement. PLD will support our COL target.		

Strategic Goal 1 continued:

<p>1.34 Teachers will attend co-construction class meetings to enhance the use of student data to inform practice and to foster the idea of teacher/departmental agency.</p>		
<p>1.35 On-going Teacher PD will also centre on effectively communicating with students and parents.</p>		
<p>1.36 In 2019 we will continue our school-wide systems for planning, monitoring and reporting on the presence, participation, engagement, progress & achievement of priority learners. We will continue the A.R.T.S initiative at Levels 2 & 3 and introduce it at Years 9 & 10. We will introduce student achievement call back days in all holidays, not just at the end of the year.</p>		
<p>1.37 In 2019 we will continue to develop teacher understanding within curriculum areas in order to develop local curriculum initiatives to meet the learning needs of all our students to aid us to meet the Ministry of Ed requirement of 85% of our students achieving NCEA Level 2.</p>		
<p>1.38 We will identify, using easTTle & NUMPA the numeracy reading and writing needs of all students at Yrs 9 & 10 and monitor individual progress.</p>		

STRATEGIC GOAL 2

“We will take an active role in ascertaining and meeting the educational aspirations of the school community”

<i>2.1 We will form valuable partnerships with community networks that will enhance the learning of our students</i>	<i>2.2 We will work in collaboration with community initiatives/issues</i>	<i>2.3 We will establish ongoing appropriate community consultation procedures.</i>	<i>2.4 We will develop strong partnerships with our contributing schools</i>
2.11 We will continue to develop partnerships with local businesses, with a view to providing work experience and work shadowing for our students.	2.21 We will maintain links with the "people who work with young people" networks, to ensure the maximum use of relevant, worthwhile community based youth programmes operating on the east side of Rotorua.	2.31 We will develop procedures using contributing primary and intermediate schools to include contributing parents in regular consultation procedures. Surveys will take place in the community. Our participation in the Eastern Suburbs COL will facilitate this.	2.41 We will continue to develop the partnership with Mokoia Intermediate and all other contributing schools.
2.12 We will work with organisations providing social support to families and young people in our community to assist in the pastoral care of our students.	2.22 Any Community Education Programme will reflect the needs of the community.	2.32 Communication and consultation between school management, families and Sports Cultural Groups to ensure the views of parents actively engaged in the school are canvassed for their view points.	2.42 Enrolment of students from our contributing schools will be maximized.
2.13 We will form partnerships with community funding organisations to provide them with opportunities to invest in the education of local young people.			2.43 Opportunities for students from contributing schools to use our facilities to be encouraged.
2.14 Continue a partnership with Toi Ohomai to offer courses and qualifications for our senior students, and seek to develop in school/after school/holiday courses at Level 2 & 3.			2.44 We will develop and nurture our relationship with Rotorua Intermediate School which is now our second biggest contributing school.
2.15 Continue our relationship with The Primary Industries Trades Academy to offer courses and qualifications for our senior students.			

Strategic Goal 2 continued:

<p>2.16 Continue to develop effective relationships with the local Maori community, Ngati Pikiāo, Ngati Whakaue, Ngati Rangteāorere, Te Roro o te Rangi, Ngati Uenukukopako, Ngati Hinemihi and Hurunga-o-te-rangi. We will continue to work with Ngati Pikiāo and Ngati Tarawhai Mentoring services.</p>			
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STRATEGIC GOAL 3

“We will endeavour to resource the school to provide excellent education to every student”

3.1 We will utilise financial resources in the most effective manner to enhance teaching and learning	3.2 We will develop and enhance human resource policies to retain and attract quality staff	3.3 We will develop and maintain a safe school environment
3.11 We will work to an informed operational budget, linked to the outcomes of the strategic plan.	3.21 The BOT develop policies and procedures in order to act as a “good employer” in terms of its legislative responsibilities.	3.31 Maximise the development funding from Government by use of community funding for extra physical facilities at every possible opportunity
3.12 We will prepare a 5 year capital expenditure budget, including modernization and community projects.	3.22 An Equal Employment Opportunities Programme and principles will inform all staffing decisions as per the Board’s EEO policy.	3.32 Adopt a plan to modernize and maintain the existing buildings
3.13 We will develop a plan to increase our funding base by: a) a register of established community funders, (including, Initiatives, Maori Trusts, Pub Charities etc.) b) Establishing a register of former pupils to develop a past students’ association. c) provision of services to overseas students.	3.23 The Principal will strive to ensure that there are positive working relationships amongst the staff.	3.33 Develop new facilities on the school site for sport, health and the arts
3.14 We will promote activities and achievements in a manner that encourages the Eastern community to see Rotorua Lakes High School as the secondary school of choice.	3.24 Strive to improve the physical working conditions for all staff	3.34 Continue planning for excellence in the performing arts and Maori culture
3.15 We will use data and student achievement information to inform financial planning and priorities	3.25 Within budget and within school priorities provide professional and personal development opportunities for the staff.	3.35 Students and staff will be included in the development of visual images for the school.
3.16 We will continue our relationships with Toi Ohomai as well as the Primary Industries Trades Academy to provide educational opportunities for senior students	3.26 Use good consultative processes to involve staff in the decision making within the school	3.36 Continue landscaping the grounds for health, safety and beautification
3.17 We will support our staff to develop their own Inquiry into improving the achievement of the students they teach.	3.27 Maintain and develop the school’s ICT infrastructure to enable seamless use for teaching and learning	3.37 Enhance and maintain ICT facilities across the school
	3.28 Encourage reflective practices by all staff using data/evidence to support their review/planning processes and to aid their individual Inquiry into raising student achievement.	3.38 Maintain the fencing of the school’s perimeters to provide a secure environment.

Strategic Goal 3 continued:

<p>3.19 In 2019 we will continue to offer two Year 9 & 10 Maori Language options. One for students who have good skills and one for students without high levels of Te Reo. We will initiate and fund the staffing of a Rumaki class to offer partial immersion teaching/learning</p>	<p>3.29 Continue using the web-based Appraisal Connector Staff Appraisal system</p>	<p>3.39 We will survey students, staff and whanau during 2019 to get feedback about their perceptions of the pastoral/discipline systems at RLHS.</p>
<p>3.20 At Level 1, 2 & 3 Maori students must have the pre-requisite skills in Te Reo</p>		
<p>3.2 The Rumaki Year 9 Maori language class will all be offered Level 1 Maori, and the Rumaki Yr 10 class may do Level 2 and in Year 11 will study for level 3. At Years 12 and 13 the advanced Maori language students will complete Level 3, study in Te Reo Rangatira, and sit scholarship Maori</p>		
<p>3.22 We will staff a Homeroom, Te Puawaitanga, for identified students with special learning needs & operating at levels 1 -2 of the curriculum, from year 9 to 13</p>		
<p>3.23 We will extend the use of SPEC programmes at Years 9-13 to help meet the academic achievement of students with special needs operating at levels 1 -2 of the curriculum.</p>		

ROTORUA LAKES HIGH SCHOOL: ANNUAL TARGETS - 2019

STRATEGIC GOAL: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of all our school leavers having NCEA Level 2.

ANNUAL TARGET 2019: 85% of Year 11 students will achieve NCEA Level 1 (on Enrolment Based data). Baseline 2018: 77.3%

Actions to Achieve Target	Led by	Resourcing	Time Frame	Ongoing Monitoring/Review
Test all Year 9 & 10 students in Reading, Writing, Numeracy by the end of February and collate results by gender and ethnicity	<ul style="list-style-type: none"> • J McLeod and K Kelly 	<ul style="list-style-type: none"> • RTLB time • Time in lieu for K Kelly and J McLeod 	<ul style="list-style-type: none"> • February 2019 	<ul style="list-style-type: none"> • Second week of March Report to Principal/BOT
Test all Year 9 & 10 students in Reading, Writing and Numeracy in November and collate results by gender and ethnicity	<ul style="list-style-type: none"> • J McLeod and K Kelly 	<ul style="list-style-type: none"> • RTLB time 	<ul style="list-style-type: none"> • November 2019 	<ul style="list-style-type: none"> • December 2019 Report to Principal/BOT. Principal/HODs to use this data in their reviews of the year.
Develop Rotorua Lakes High School's expectations (in line with the NZC) in Reading, Writing & Numeracy	<ul style="list-style-type: none"> • J McLeod, K Kelly and HOD's English & Maths 	<ul style="list-style-type: none"> • RTLB time 	<ul style="list-style-type: none"> • February 2019 	<ul style="list-style-type: none"> • Report to Principal/BOT March 2019
Monitor Attendance and contact parents	<ul style="list-style-type: none"> • Deputy Principal (Dn) • Year level deans 	<ul style="list-style-type: none"> • All teachers issued with school laptop 	<ul style="list-style-type: none"> • All year 	<ul style="list-style-type: none"> • Weekly and end of year reports to Principal • Monthly and end of year report to BOT

Actions to Achieve Target	Led by	Resourcing	Time Frame	Ongoing Monitoring/Review
Staff PD on differentiation & scaffolding Staff PD on using data/evidence to inform planning and reviewing	<ul style="list-style-type: none"> • DPs • RTLB involvement • Teacher sharing sessions • Teacher Inquiry 	<ul style="list-style-type: none"> • PD Time • Relief cover • HOD release time to encourage distribution of leadership at middle management & to enable them to foster it within their department 	<ul style="list-style-type: none"> • All year 	<ul style="list-style-type: none"> • Staff reviews • Reports to principal & BOT
COL with Lynmore, Owata, Rotokawa Schools & Mokoia Intermediate	<ul style="list-style-type: none"> • DP J Sturme • Principal 	<ul style="list-style-type: none"> • Relief cover 	<ul style="list-style-type: none"> • All year 	<ul style="list-style-type: none"> • Termly to Principal and BOT
Co-Construction meetings and Teacher Inquiry. Core HOD release 2 times per term to encourage distribution of leadership throughout the school	<ul style="list-style-type: none"> • Whole staff starting in department –based groupings to identify generic skills students need to learn content in their curriculum area • Teacher Inquiry process re student achievement 	<ul style="list-style-type: none"> • PD funding • Relief Time 	<ul style="list-style-type: none"> • All year 	<ul style="list-style-type: none"> • Monthly to BOT • Department monthly meeting minutes • HOD’s monthly meetings with principal
Extension Classes at years 9 & 10	<ul style="list-style-type: none"> • AP (Dn) 	<ul style="list-style-type: none"> • Operational funding 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • As per all curriculum areas • A review by July/August with recommendations for 2020
Gateway. Funding approved for 112 places	<ul style="list-style-type: none"> • HOD Careers (ML) • Eva Hingston 	<ul style="list-style-type: none"> • Gateway funding 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Termly to principal and BOT
Academic Pathways in Primary Industries Trades Academy. 18 students in 2019, a mixture of L1 & L2	<ul style="list-style-type: none"> • Primary Industries • Principal • Martin Godfrey (teaching) • Eva Hingston (Admin) • Lilian Gilbert (Finance) 	<ul style="list-style-type: none"> • Implications on funding re staffing etc as each student counts for 80% of FTE 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Termly reports to Principal tracking individual student results • Principal to BOT

Te Puawaitanga/ SPEC/ Homeroom Programme for identified students from year 9 to year 13	<ul style="list-style-type: none"> • L Yates 	<ul style="list-style-type: none"> • SEG Grant • AE funding • Teacher Aide 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Termly to Principal by L Yates • Principal to BOT
Rumaki Class at year 9 & year 10	<ul style="list-style-type: none"> • HOD Maori (So) • HOD Careers (ML) • DP 	<ul style="list-style-type: none"> • Teaching/staffing for small year 9 and 10 classes will be above GMFS 	<ul style="list-style-type: none"> • All year 	<ul style="list-style-type: none"> • As per all curriculum areas to principal and BOT • A review of the project by September 2019
Develop local curriculum options for standards delivered, eg. Te Waharoa, Science, Technology	<ul style="list-style-type: none"> • HOD's • TIC's • DP's 	<ul style="list-style-type: none"> • Operational funding • Staff PD 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Annual reviews to principal
Toi Ohomai Secondary/Tertiary Links	<ul style="list-style-type: none"> • HOD Careers (ML) • Eva Hingston 	<ul style="list-style-type: none"> • Operational and Gateway 	<ul style="list-style-type: none"> • Whole year 1 day a week 	<ul style="list-style-type: none"> • Termly to principal and BOT
School/ industry relationships. L3 engineering, Hair & Beauty, Catering, Barista, First Aid, Occupational Safety/Health, Outdoor Adventure, Tourism, Employment Skills, Salon St Bruno.	<ul style="list-style-type: none"> • HOD Careers (ML) • HOD Technology (WB) • Eva Hingston 	<ul style="list-style-type: none"> • Operational funding • Gateway funding 	<ul style="list-style-type: none"> • Whole year and short term courses including some school holidays, • after school & lunch times 	<ul style="list-style-type: none"> • Monthly to principal and BOT
STAR Courses	<ul style="list-style-type: none"> • STAR Co-ordinator (WB) • HODs 	<ul style="list-style-type: none"> • Both outside providers and as part of in-school curriculum 	<ul style="list-style-type: none"> • Short term courses 	<ul style="list-style-type: none"> • Termly to principal and BOT

ROTORUA LAKES HIGH SCHOOL: ANNUAL TARGETS - 2019

STRATEGIC GOAL: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of all our school leavers having NCEA Level 2.

ANNUAL TARGET 2019 – To increase the percentage of Yr 9 & 10 students who respond “I feel safe at school” in the NZCER. “Me & My School” survey (to be completed Term 4 2019). baseline data November 2018 survey. Yr 9: 19% disagree and 6% strongly disagree. Yr 10: 20 % disagree and 7 % strongly disagree.

Actions to Achieve Target	Led by	Resourcing	Time Frame	Ongoing Monitoring/Review
Duty Teams before school, interval, lunch time, after school, using all staff and prefects.	<ul style="list-style-type: none"> • DP’s • Deans 	<ul style="list-style-type: none"> • GMFS • Operational Funding 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Monthly Deans meetings • Principal’s monthly report to BOT
Duty Dean staffed from 8.40 am to 3.15 pm	<ul style="list-style-type: none"> • DP (Sm) 	<ul style="list-style-type: none"> • GMFs • Operational Funding 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Monthly Deans meetings • Duty Dean Log • Principal’s monthly report to BOT
Library open before school, interval and lunchtimes – to serve as a warm, dry and safe place for all	<ul style="list-style-type: none"> • Principal • Barbara Walker (library assistant) • Deans 	<ul style="list-style-type: none"> • Operational Funding • Salary for Library Assistant 	<ul style="list-style-type: none"> • Whole Year 	<ul style="list-style-type: none"> • Principal’s report to BOT
Zero tolerance for bullying and other unsafe behaviour	<ul style="list-style-type: none"> • Whole school, BOT, SLT, Deans, HOD’s, Teachers, non teaching staff, Prefects and all students 	<ul style="list-style-type: none"> • Student seminars • Motivational talks etc • Cameras • Duty Dean • Peer Support • Travellers Programme 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Pastoral/Discipline Meetings • Deans, monthly Principal’s reports to BOT
Use of House Group time to promote a sense of belonging and students / staff supporting each other	<ul style="list-style-type: none"> • Deans, Heads of House, DP’s, House Group teacher 	<ul style="list-style-type: none"> • Heads of House budgets • Deans budget 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Monthly Head of House meetings in school • PD for house group tutors offering examples / ideas
House Activities, Sports, fun, cultural	<ul style="list-style-type: none"> • Heads of House • House Captains 	<ul style="list-style-type: none"> • School Funded 	<ul style="list-style-type: none"> • Whole Year 	<ul style="list-style-type: none"> • Weekly newsletter • Web page • Principal’s monthly report to BOT

Use of outside providers and courses REAL Team, travellers programme Drug / Alcohol counsellors	•	•	•	•
Peer Support Programme	<ul style="list-style-type: none"> • Guidance Counsellor • Senior Students 	<ul style="list-style-type: none"> • School funded 	<ul style="list-style-type: none"> • Term 1 	<ul style="list-style-type: none"> • Counsellors Report • Principal's report to the BOT
School Nurse Doctor	<ul style="list-style-type: none"> • DP (Sm) • Nurse • Guidance Counsellor 	<ul style="list-style-type: none"> • DHB • School Funded 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Nurses reports to the Principal • Monthly Health & Wellness meetings
Security Cameras to prevent theft, bullying and to identify culprits	<ul style="list-style-type: none"> • DP (Dn) 	<ul style="list-style-type: none"> • School funded 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Reports to Principal • Principal's report to the BOT
Co-Curricular opportunities top level and participation Sports, culture	<ul style="list-style-type: none"> • Sports co-ordinator • Teachers • Coaches • Managers • Parent & Community coaches / Managers 	<ul style="list-style-type: none"> • School • Whanau • Trust Applications 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Individual teams, events • Sports Co-ordinator • Newsletter
Interval, lunch hour activities	<ul style="list-style-type: none"> • Sports co-ordinator • Heads of House • Student House Captains • Prefects 	<ul style="list-style-type: none"> • School • RECT 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Sports co-ordinator report • Heads of House Report backs • Principal's monthly BOT reports

ROTORUA LAKES HIGH SCHOOL: ANNUAL TARGETS - 2019

STRATEGIC GOAL: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of all our school leavers having NCEA Level 2.

ANNUAL TARGET 2019 – Attendance will be 88% or more at each year level. Baseline attendance data from 2018: 84.6% attendance for the year.

Actions to Achieve Target	Led by	Resourcing	Time Frame	Ongoing Monitoring/Review
On-going reinforcing to students, parents & community, of the research evidence on the positive relationship between school attendance and achievement	<ul style="list-style-type: none"> • Principal • DP (Dn) • Attendance Officer 	<ul style="list-style-type: none"> • PD Kamar attendance • Attendance Officer • Text message to parents each day of non-attending students <p>Laptop all teachers</p>	<ul style="list-style-type: none"> • Whole Year 	<ul style="list-style-type: none"> • Weekly SLT meetings • Monthly to BOT
Daily monitoring of house group and period by period rolls	<ul style="list-style-type: none"> • DP (Dn) • Year level deans • Attendance Officer 		<ul style="list-style-type: none"> • Whole Year 	
House group attendance entered by attendance officer each morning and parents notified by text if child not present	<ul style="list-style-type: none"> • Attendance Officer • DP(Dn) 	<ul style="list-style-type: none"> • Software to notify parents 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Daily to DPs, Deans and principal
Monitor attendance and contact parents	<ul style="list-style-type: none"> • DP (Dn) • Deans • House group tutors 	<ul style="list-style-type: none"> • Attendance Officer • Cell phones for attendance text messages 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Weekly and end of year reports to Principal • Monthly and end of year to BOT
Letters Home once attendance falls below 82% warning of possible consequences	<ul style="list-style-type: none"> • Yr Level Deans • DP's 	<ul style="list-style-type: none"> • Deans time allowance 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Weekly to Principal • Principal to sign letters home • Monthly and end of year to BOT
Appoint a teacher to run Duty Dean during House Group to free up Deans to 'patrol' school	<ul style="list-style-type: none"> • BM to Staff Duty Dean during house group 	<ul style="list-style-type: none"> • School Funded 	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Weekly to DP's

to monitor late arrivals and House Group to record all students who arrive late to house group	<ul style="list-style-type: none"> DP's 			<ul style="list-style-type: none"> Monthly and end of the year to the Principal and BOT Deans & DP's monitor student attendance / lateness date and liaise with students' families
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Action Plan 2019

Link to NEGs and NAGs	Link to Strategic Goal 1.2	Plan/Programme	Summary of Key Tasks	Personnel Involved	Timeline/Reporting
NEG 1 NEG 2 NEG 3 NEG 9 NEG 10 NAG 1.1 NAG 1.6	1.11	Programmes taught are reviewed and developed as the need is identified for groups of students	<ul style="list-style-type: none"> Review programmes from 2018. Develop programmes for 2020 Monitor new programmes for 2019 Identify curriculum needs for following year Recommendations to BOT 	HOD's/TIC, class teachers HOD's/TIC, SLT HOD's. DP Hg HOD's, Deans, DPs HOD's HOD's/TIC	Mid Feb 2019 Mid Term 3 2019 Ongoing August 2019 October 2019
NEG 1 NEG 6 NAG 1.2	1.13	Encourage foster distributed leadership to advance student achievement	<ul style="list-style-type: none"> 2 days per term release for core HOD's Principal's Inquiry Reports to BOT 	HODs and SLT SLT SLT and principal Class teachers, deans, SLT	Ongoing Principal's reflection journal and monthly Principal's reports to BOT
NEG 1	1.14	Opportunities for leadership and mentoring for all students	<ul style="list-style-type: none"> Students provided range of possibilities Students elected or chosen for roles Duties carried out by students Review of roles/programmes done 	G Counsellor, Deans, HOH & House Group Tutors & SPEC teachers TICs for roles TICs for roles TICs for roles	Ongoing monthly BOT reports Term 4 2019

NEG 7 NAG 1.1 NAG 1.3 NAG 1.4	1.15	Literacy and Numeracy Ngati Whakaue provision (numeracy) Asttle – Reading and Writing	<ul style="list-style-type: none"> ▪ Continued development of programmes for literacy and numeracy at years 9 & 10 ▪ Identify students ▪ Implement programmes ▪ EP Funding Literacy & Numeracy ▪ Collect data on student improvement ▪ Identify barriers ▪ Report written to BOT on programme and recommendations for 2019 ▪ Asttle Data – reading & writing ▪ Asttle PD 	Accelerated Reading and Maths teachers AR & AM teachers AR & AM teachers AR & AM teachers AR & AM teachers AR & AM teachers RTL K Kelly J McLeod English Dept	Dec/Jan February Term 1 Ongoing Ongoing November Feb & Nov Feb, July & Dec
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Link to NEGs and NAGs	Link to Strategic Goal 1.2	Plan/Programme	Summary of Key Tasks	Personnel Involved	Timeline/Reporting
	1.16	Provide learning opportunities for students at Years 9 & 10 involving STAR Taster Courses	<ul style="list-style-type: none"> ▪ Finalise courses offered ▪ Review courses offered ▪ Written evaluations to Principal/BOT ▪ Recommendations for 2020 	Deans Years 9&10, HODs Teachers of selected classes Teachers of selected classes STAR Coordinator Deans Years 9 & 10 HODs, TIC Careers	Ongoing Each term
NAG 1.3c NAG 1.4	1.17	Gifted and Talented programme	<ul style="list-style-type: none"> ▪ Develop means of identification/Policy ▪ Identify students ▪ Develop programmes ▪ Collect data on student improvement ▪ Recommendations for 2020 by DPs, HOD's ▪ Report written to BOT on programmes 	HOD's, Teachers In Charge Classroom teachers, HOD's TIC each learning area, HOD TIC each learning area	Ongoing Ongoing Ongoing As required Ongoing

Link to NEGs and NAGs	Link to Strategic Goal 1.2	Plan/Programme	Summary of Key Tasks	Personnel Involved	Timeline/Reporting
NAG 1.3	1.21	<ul style="list-style-type: none"> ▪ Programme for focusing on students with moderate to significant learning needs ▪ Alternative Education (AE) 	<ul style="list-style-type: none"> ▪ Review outcomes from 2018 ▪ Develop programme for 2019 ▪ Monitor initiative for 2019 ▪ Review outcomes for 2018 	Principal/Deans, DPs, SPEC teachers “ “ “ DP (MI)	February 2019 September 2019 Ongoing Ongoing/monthly reports, two milestones
NAG 1.6	1.23	Gateway programme offered for Year 12 & 13 students Courses run by Toi Ohomai and Primary Industries Trades Academy	<ul style="list-style-type: none"> ▪ Year 12/13 students identified for course ▪ 1 day work placements found for students supporting Unit standard courses provided in literacy numeracy and employment skills as well as ITO unit standards ▪ reports from employers on student progress obtained ▪ review of programme written and provided to BOT ▪ Review of courses ▪ Written review to Principal/BOT 	Careers Advisor/G'way Coord Careers Advisor/G'way Coord Careers Advisor/G'way Coord Careers Advisor/G'way Coord Careers Advisor/G'way Coord Careers Advisor/ Trades Academy teacher and Coord	Ongoing Term 1,2 & 3 Ongoing Ongoing Term 2 and Term 4 Oct 2019 Ongoing June, Dec 2019
NEG 3	1.24	ICT Planning	<ul style="list-style-type: none"> ▪ Review 2019 ▪ Set targets for 2019 ▪ Set agenda/functions for ICT & new Technology Curriculum ▪ Ongoing monitoring and reporting 	Richie SLT WB & TN & CH HODs,	Nov 2019 Feb 2019 Principals reports to Bot

NEG 1	1.25	Co-curricular Plan	<ul style="list-style-type: none"> ▪ Review existing plan ▪ Set targets for 2019 ▪ Delegate tasks ▪ Ongoing monitoring and reporting ▪ EOTC Policy to reflect new national guidelines 	Sports co-ordinator	Term 4 2018 November 2018 Ongoing Report to SPARC & BOT on Outcomes term 4 2018
Link to NEGs and NAGs	Link to Strategic Goal 1.3	Plan/Programme	Summary of Key Tasks	Personnel Involved	Timeline/Reporting
	1.26	Student Attendance	<ul style="list-style-type: none"> ▪ Attendance rate to 88% ▪ Guidelines to Deans, HOH, HG Tutors, subject teachers, Attendance Officer, Data entry staff ▪ Manual attendance entry ▪ Weekly monitoring ▪ Review ▪ Continue eAR & review 	All staff Principal Paula DPs SLT DP	Over 2019 Feb 2019 All year All year Dec 2019 review Nov 2019
NAG 1.2	1.31	Monitoring of student progress	<ul style="list-style-type: none"> ▪ tracking sheets completed by staff for each Year level twice in term 1 ▪ parents informed of concerns or excellent performance ▪ parents requested to have meeting with Dean ▪ Dean notifies parents of concerns/ Deans/DP Discipline meeting ▪ ART – DP's (Sm & MI) Monitor lists of collated individual students at each year level who have not achieved standards. 	Deans of Year levels Liandra & PBW DP's Sm & MI Deans of Year levels Deans of Year levels Deans of Year levels/DP responsible for year level HOD (MI) Yr level Deans Class Teachers HOD's	Term 1 2019 Half term and end of term As required As required On going
NAG 1.6	1.32	Careers programme	<ul style="list-style-type: none"> ▪ Implement across school careers programme ▪ Based around Vocational Pathways with NCEA/NZQA links ▪ Review/plan for 2018 	Careers Advisor, SLT HODs, house Group staff, class teachers HOD Careers to lead	2019 Report to BOT September 2019 Planning to SLT early term 3 2019

NEG 1 NEG 8 NAG 1.2	1.33	NCEA qualifications	<ul style="list-style-type: none"> ▪ selection of courses discussed with students and parents if required ▪ NZQA entries made for achievement or unit standards ▪ Report on achievement levels for NCEA written for BOT ▪ Academic Monitoring implementation trialing and reviewing 	Deans of Years 11,12,13 Academic Board oversee Principal's nominee HOD's HOD's/Principal SLT, HODs	Term 4 2019 April/May 2019 February/March 2019 All year 2019
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ANALYSIS OF VARIANCE 2019

School name: Rotorua Lakes High School

School number: 154

Focus: ACHIEVEMENT

Strategic Aim: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of our school leavers having NCEA Level 2.

Annual Aim 2018: 85% of Year 11 Students will achieve NCEA Level 1 (on roll based data). Baseline 2017 80%

Baseline data 2017: 79% (on new Enrolment based data) 2018 result (interim) 77.3% (on new Enrolment based data)

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> • Identified year 11 students who did not submit or achieve their first standard in each of their subjects. Experience informs us that students who fall behind at the beginning of the year continue to flounder. • ARTs mentoring/monitoring programme • Ngati Pikiāo & Ngati Tarawhai mentoring programmes • Employed Marion Forbes as mentor for identified students • All teachers of NCEA classes submit during terms 2 & 3 what they judge are the estimated credits each student they teach will achieve over the balance of the year. • Catch up days organized during exam periods and holidays • In July/August identify individual students with less than 20 credits, less than 30 credits, less than 40 credits 	<ul style="list-style-type: none"> • Students monitored over the year • The mentoring programmes continued over the year • Catch up days occurred • November Board Report by principal: "current NCEA L1 achievement (as of 20/11/18): 59%."(on roll based data) Anticipated Level 1 achievement, with externally assessed results 88%." • 2018 interim result 77.3% 	<ul style="list-style-type: none"> • Ās of 2019 achievement data based on Enrolment based data not participation or roll based data as in previous years. • This means we no longer use 1st July as the reference point for the number of students at each year level. We now must include any student who has attended our school for more than 70 days for that year. 	<ul style="list-style-type: none"> • We will establish a system to monitor individual students from their date of entry.

ANALYSIS OF VARIANCE 2019

School name: Rotorua Lakes High School

School number: 154

Focus: ATTENDANCE

Strategic Aim: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of all our school leavers having NCEA Level 2.

Annual Aim: Attendance will be 88% or more at each year level

Baseline data: The attendance rate in 2017 was 85.2%

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> • On-going reinforcing to students, parents & community, of the research evidence on the positive relationship between school attendance and achievement. • Daily monitoring of house group and period by period rolls • House group attendance entered by Attendance Officer each morning and parents notified by text if child not present. • Monitor attendance and contact parents for explanation notes • Once a student's attendance is below 80% have a family meeting 	<ul style="list-style-type: none"> • Attendance rate for 2018: 84.6% • Year 9: 84.7% • Year 10: 82.1% • Year 11: 87.5% • Year 12: 85.1% • Year 13: 83.2% • NZ European: 85.9% • NZ Maori: 82.3% • Female: 84% • Male: 85.2% 	<ul style="list-style-type: none"> • The attendance figures for Years 11, 12 & 13 students in term 4 did not drop significantly as per previous years 	<ul style="list-style-type: none"> • Continue to monitor term 4 attendance patterns

ANALYSIS OF VARIANCE 2019

School name: Rotorua Lakes High School

School number: 154

Focus: **ACHIEVEMENT**

Strategic Aim: We will provide learning opportunities that meet the varied needs of our students. These will focus on achievement and excellence, and enable us to meet the target of 85% of our school leavers having NCEA Level 2.

Annual Aim: To increase the percentage of Yr 9 & 10 students who respond “ I feel safe at school” in the NZCER “Me and My School” survey. (to be completed term 4 2018). Baseline data September 2017 survey: Yr 9 23% disagree & 5% strongly disagree. Yr 10 17% disagree and 8% strongly disagree.

Actions (what did we do?)	Outcomes (what happened?)	Evaluation (where to next?)
<ul style="list-style-type: none"> • Peer Support programme. Yr 13 students with year 9 students. • Travellers Programme for year 9 students. Sponsored by The Warehouse. • Ngati Tarawhai Iwi Trust mentoring programme • Ngati Pikiao Tautoko/Mentoring project • Drug alcohol counselling • Attitude programme • House group days/activities • Hillary Outdoor Centre • Year 10 camp 	<ul style="list-style-type: none"> • Result of November 2018 Me and My School survey “Item 7: I Feel Safe at School” Year 9 19% disagree, 6% strongly disagree Year10 20% disagree, 7% strongly disagree 	<ul style="list-style-type: none"> • Very little variation in 2017 result • Despite this we believe it is important to maintain initiatives to support student well being