



Rotorua Lakes High School Charter 2020

'Everything we do as a school community will help deliver these outcomes'

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“Mauria te pono - Keep Steadfastly to the Truth”

School Vision

RLHS is a school at the heart of our diverse community, ensuring an environment that delivers excellent academic opportunities, nurtures and caters for the wellbeing of all learners, and promotes capabilities and skillsets for our students to flourish in fast changing future work environments.

This vision will be delivered by developing the following Strategic Goals:

Strategic Goal 1:

Rotorua Lakes High School will provide multiple appropriate pathways for all students, through programmes which support every student to maximise their potential and develop positive outcomes.

Strategic Goal 2:

Rotorua Lakes High School will continue to ensure that the wellbeing/hauora of our school community is a priority at all times.

Strategic Goal 3:

Rotorua Lakes High School is a school at the centre of the Eastside community, offering an education of which our community is both proud and involved in. We will work with all schools in our area to deliver successful outcomes for all tamariki in our diverse community.

Each year we will set annual objectives that will support us to deliver these strategic goals.



Annual Objectives to Meet Strategic Goals

To deliver SG1:

- 1. Identified Academic and Retention Rates will be achieved in 2020.** *(Retention Rates are defined as any student who remains in a proven educational pathway)*

To deliver SG2:

- 2. Wellbeing / Hauora will be a schoolwide focus for 2020**

To deliver SG3:

- 3. Connections with Feeder Schools to RLHS will be strengthened in 2020**

Rotorua Lakes High School Graduate Profile

A student leaving Rotorua Lakes High School will be:

- Māia
 - Manawanui
 - Whakaohoo
 - Pono
 - Whaiwhakaaro
 - Tāwariwari
 - Rauhanga
 - Whakakoha
 - Manawaroa
- 
- Confident
 - Tolerant
 - Motivated
 - Honest
 - Reflective
 - Adaptable
 - Resourceful
 - Respectful
 - Resilient

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

School 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 line in 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 six main hapu – Ngati Pikiao, Ngati Rangiteaorere, Ngati Uenukukopako, Te Roro o te Rangi, Ngati Hinemihi, and Hurunga-o-te-rangi.

Treaty of Waitangi

This 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 ha which has spectacular sweeping views over Lake Rotorua. The grounds have been landscaped and planted with many indigenous plants and shrubs.

The school motto is “Mauria Te Pono” (Keep Steadfastly to the Truth) and the emblem - the outline shape of a stylized 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 and Wellness Centre,

Astro Turf, Horticultural 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 31 RTLB as well as a Cluster Manager.

In March 2019 the school role was 703 students including 15 Secondary Tertiary Programme students, 6 fee paying students, and 3 AE students. The ethnic makeup is 46% Maori, 45% NZ European, 5% Asian and 3% other. The school had in 2019, 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 Trade Academy and in the schools Secondary/Tertiary relationship with Toi Ohomai. Students with Special Needs, operating at levels 1 to 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 office for the individualized programs for students classified as Very High Needs or High Needs under ORS. Other ORS classified students work within the Te Puawaitanga programme or are fully mainstreamed with teacher aid support funded through ORS.

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 successful partnership and relationship between students, teachers 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.

Rotorua Lakes High School Annual Plan 2020 – Summary

ERO School Evaluation Indicators 2016			Rotorua Lakes High School Annual Objectives 2020	NAGs
Learner Focussed Outcome Indicator	A successful lifelong learner		Identified Academic and Retention Rates will be achieved in 2020	NAG 1 NAG 2 NAG 3 NAG 6 NAG 8
Process Indicators	Domain 2	Leadership for equity and excellence		
	Domain 3	Educationally powerful connections and relationships		
	Domain 4	Responsive curriculum, effective teaching and opportunity to learn		
	Domain 6	Evaluation, inquiry and knowledge building for improvement and innovation		
Learner Focussed Outcome Indicator	Confident in their identity, language and culture as citizens of Aotearoa New Zealand		Connections with feeder schools to R.L.H.S will be strengthened in 2020	NAG 1 NAG 2 NAG 3 NAG 4 NAG 7
	Participates and contributes confidently in a range of contexts - cultural, local, national and global			
Process Indicators	Domain 1	Stewardship		
	Domain 3	Educationally powerful connections and relationships		
Learner Focussed Outcome Indicator	Socially and emotionally competent, resilient and optimistic about the future		Wellbeing / Hauora will be a schoolwide focus in 2020	NAG 2 NAG 3 NAG 5 NAG 6
Process Indicators	Domain 5	Professional capability and collective capacity		
	Domain 3	Educationally powerful connections and relationships		

CONTEXTUAL ISSUES

From ERO Report 5/8/2016

The school is very well placed to sustain and improve its performance:

- Trustees are representative of the school community with strong networks that are highly committed to improving educational outcomes for all students.
- The leadership of the principal is highly effective and strategic. He is consistently striving to improve student learning and achievement.
- The senior leadership team, heads of department and deans work collaboratively with teachers to improve and sustain quality learning opportunities for students.
- A school-wide culture of rigorous critical reflection and self-review contributes to effectively sustaining the schools positive performance and continuous improvement in teaching and learning.
- Māori learners are actively engaged in their learning. They are progressing, achieving and succeeding as Māori.
- Parents, whānau and community have close connections and productive relationships with the school and staff. These connections contribute to successful learning partnerships.

The school has acknowledged that areas for further development are to:

- Review the strategic plan to set specific student achievement targets that are clear and measurable particularly for Māori students.

The school had a very positive ERO review in 2016 and is now in a cycle of curriculum and pastoral review as we move in to 2020. There have been a number of changes within the school environment since the last ERO review, including a change of Principal and Board. To support development of the school, all staff will be engaged in an inquiry that identifies pathways forwards towards our Strategic Goals. ERO are due to return to the school in 2021.

These Strategic Goals have also changed since the last ERO report and reflect the identification of ongoing developments within our school community.

Strategic Aim 1:

Rotorua Lakes High School will provide multiple appropriate pathways for all students, through programmes which support every student to maximise their potential and develop positive outcomes.

Annual Objective:

Identified Academic and Retention Rates will be achieved in 2020
(Retention Rates are defined as any student who remains in a proven educational pathway)

2020 Targets and Key Performance Indicators:

- NCEA L2 results will be at or above 85% in 2020
- NCEA L1 results will be increased to 85% in 2020
- NCEA L3 results will exceed 85% in 2020
- Retention Rates of All Leavers aged 17 & above (achieving NCEA L2) will exceed 80%
- Retention Rates for Maori Learners aged 17 & above (achieving NCEA L2) will exceed 65%

National goals of Ka Hikitia

- 85% of Māori students will be achieving at or above their appropriate National Standards in Literacy and Numeracy
- 85% of Māori students will achieve at least NCEA level 2 by the end of year 13
- 22% of students will participate in Māori language education
- Māori school leavers achieving University Entrance will be on par with non-Māori school leavers

Baseline Data:

NZQA attainment data
2019 Enrolment based figures

Level	Year 11		Year 12		Year 13	
	RLHS	Decile 4 - 7	RLHS	Decile 4 - 7	RLHS	Decile 4 - 7
Level 1	75.3	71.5				
Level 2	-	-	87.6	78.7		
Level 3	-	-	-	-	76	65.1
Literacy	89.9	88.4	96.7	95.4	97.0	96.9
Numeracy	90.5	86.6	95.0	94.9	97.0	96.7

- RLHS UE entry = 43% (Decile 4 - 7 UE entry 44.2%)

2019 NCEA Endorsements

Level	Endorsement	Year 11		Year 12		Year 13	
		RLHS	Decile 4 - 7	RLHS	Decile 4 - 7	RLHS	Decile 4 - 7
Level 1	Merit	34.5	32.1				
	Excellence	16.0	16.5				
Level 2	Merit	-	-	29.2	23.2		
	Excellence	-	-	6.6	13.7		
Level 3	Merit	-	-	-	-	25.0	24.3
	Excellence	-	-	-	-	11.8	13

NCEA attainment data (for Māori ethnicity learners only)
2019 Enrolment based figures

Level	Year 11		Year 12		Year 13	
	RLHS	Decile 4 - 7	RLHS	Decile 4 - 7	RLHS	Decile 4 - 7
Level 1	64.9	58.6				
Level 2	-	-	77.4	71.2		
Level 3	-	-	-	-	51.5	53.4

Literacy						
Numeracy						

- RLHS Maori UE entry = 15.2% (Decile 4 – 7 UE entry = 26.5%)

Percentage of school leavers staying in school until at least their 17th birthday

Group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	18	19	20	56	64	60	75.7	77.1	75.0
Male	14	21	18	56	49	55	80.0	70.0	75.3
Māori	22	25	26	59	44	36	72.8	63.8	58.1
Pacific	2	x	2	3	x	3	60.0	x	60.0
Asian	2	1	0	3	4	9	60.0	80.0	100.0
MELAA	x	x	x	x	x	x	x	x	x
Other	x	0	x	x	0	x	x	na	x
European/Pākehā	11	19	21	80	81	95	87.9	81.0	81.9
Total	32	40	38	112	113	115	77.8	73.9	75.2

Comparison Trend Data

Comparison group	Left before 17th birthday			Stayed until at least 17th birthday			Percentage staying until at least 17th birthday		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Rotorua Lakes High School	32	40	38	112	113	115	77.8	73.9	75.2
Bay of Plenty Region	824	841	1,022	3,067	3,177	3,192	78.8	79.1	75.7
Secondary (Year 9-15)	6,841	7,208	7,776	36,188	37,424	37,399	84.1	83.9	82.8
State: Not integrated	8,174	8,764	9,311	38,868	40,158	40,105	82.6	82.1	81.2
Decile 05	837	919	955	3,672	3,843	3,674	81.4	80.7	79.4
New Zealand	9,397	10,149	10,843	51,121	52,793	52,042	84.5	83.9	82.8

Action Plans To Achieve Annual Objective 1: Identified Academic and Retention Rates will be achieved in 2020

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Development of Future Pathways involving STP, STAR and Gateway	<ul style="list-style-type: none"> Retention Rates of All Leavers aged 17 & above (achieving NCEA L2) will exceed 80% 	<ul style="list-style-type: none"> Deputy Principal (ML) Gateway Coordinator STAR Coordinator STP Coordinator Principal All Staff 	2020	PLD Time, Liaison with external agencies, targeted financial support.	Tracking of student retention and transition into meaningful educational/employment opportunities
	<ul style="list-style-type: none"> Retention Rates for Maori Learners aged 17 & above (achieving NCEA L2) will exceed 65% 		2020		
	<ul style="list-style-type: none"> Future Pathways planning document developed and written for student distribution Tm3 2020 		Tm1,2,3 2020		
	<ul style="list-style-type: none"> Review of STP approaches with increased student participation in 2020 		2020		
	<ul style="list-style-type: none"> Employers event Tm 2 – Meet the employer/student 	<ul style="list-style-type: none"> Gateway Coordinator DP (ML) 	Tm 2 2020	Student time calendared	Attendance at event by students

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Continue Academic Tracking & mentoring of NCEA Level 1,2,3 (Deans with SLT driven)	<ul style="list-style-type: none"> NCEA L1 results will be increased to 85% in 2020 NCEA L2 results will be at or above 85% in 2020 NCEA L3 results will exceed 85% in 2020 	<ul style="list-style-type: none"> All staff teaching NCEA DP (SM) Y11,12,13 Deans Form Teachers 	2020	Assay 3, KAMAR, Staff Time	Tracking of results

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
A community survey will be developed and implemented in 2020	<ul style="list-style-type: none"> Board, Staff, Students and wider community surveyed by end 2020 	<ul style="list-style-type: none"> Principal Deputy Principal (DN) 	Tm 4 2020	Survey, SLT and admin time	Survey results and interpretation
	<ul style="list-style-type: none"> Results and recommendations given to board by end 2020 				

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Students in school will be a core focus for R.L.H.S reaching 85%+ Attendance	<ul style="list-style-type: none"> Attendance will be tracked and 'At Risk' students identified and supported 	<ul style="list-style-type: none"> Attendance Officer DP (DN) 	Weekly		Tracking of attendance statistics
	<ul style="list-style-type: none"> Truancy support will be extended through LSC – Accessing Education role 	<ul style="list-style-type: none"> Principal Learning Support Coordinator 	2020 ongoing		
	<ul style="list-style-type: none"> All activities that take students out of class will be monitored and assessed for sign off by SLT 	<ul style="list-style-type: none"> SLT 	As needed		

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
R.L.H.S will track leavers data to establish destination outcomes.	<ul style="list-style-type: none"> All students leaving will be surveyed 	<ul style="list-style-type: none"> DP (ML) Senior School Deans 	2020 ongoing		
	<ul style="list-style-type: none"> Database of destination outcomes will be developed 	<ul style="list-style-type: none"> DP (ML) 	2020 ongoing		

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
R.L.H.S will break down the tracking of leavers statistics at all year levels.	<ul style="list-style-type: none"> Create and maintain suitable database 	<ul style="list-style-type: none"> DP (ML) 	2020 ongoing	SLT Time, Online Data	Tracking against previous years results
	<ul style="list-style-type: none"> School Data will be compared with nationally available data through Education Counts and Other Sources 	<ul style="list-style-type: none"> DP (SM) 	2020 ongoing	NZQA Data and other sources	

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Across School Teacher will work with SLT to develop tracking and provide interventions/tools.	<ul style="list-style-type: none"> Coherent Pathways approaches will be developed which support student choice 	<ul style="list-style-type: none"> Principal AST All school staff 	2020 ongoing	AST Time, PLD Time	Reports to Principal
	<ul style="list-style-type: none"> Interventions will be developed by Learning Support Coordinator (Accessing Education) 	<ul style="list-style-type: none"> Principal LSC AST SLT 	2020 ongoing	LSC Time, PLD Time	

Action / Task	Criteria for Success / Expected Outcome Indicators of Progress	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Academic achievement is a core focus for all staff	<ul style="list-style-type: none"> NCEA L1 results will be increased to 85% in 2020 NCEA L2 results will be at or above 85% in 2020 NCEA L3 results will exceed 85% in 2020 Endorsements and Scholarships will exceed 2019 levels 	<ul style="list-style-type: none"> All Teaching Staff Deans SLT Principal 	2020	Curriculum resources	Tracking Data reviewed regularly and students identified for support
	<ul style="list-style-type: none"> Programmes will be put in place to support 'At Risk' students 	<ul style="list-style-type: none"> DP (SM, ML) Senior School Deans HODs Teaching staff 	Terms 2,3,4	Tracking data	

2020 Annual Plan
Strategic Aim 2:

Rotorua Lakes High School will continue to ensure that the wellbeing/hauora of our school community is a priority at all times

Annual Objective:

Wellbeing/hauora will be a schoolwide focus in 2020.

2020 Targets and Key Performance Indicators:

- Year 13 students will receive an additional wellbeing/hauora period weekly
- Guidance and support for students will be increased above 2019 levels
- Developing understanding of wellbeing/hauora will be a focus for all staff
- Support programs will be developed to aid House Group of Teachers to deliver student focused approaches on wellbeing/hauora
- Redevelopment of Student Council to gather student voice

Baseline data:

- NHS Referrals 2017/18/19 (To be added)
- Stand down and suspension data 2017/18/19

YEAR	STANDDOWNS	SUSPENSIONS TO THE BOT	YEAR
2017	Section 27 = 118	1	26 = Year 9 63 = Year 10 24 = Year 11 6 = Year 12 0 = Year 13
2018	Section 27 = 121	0	47 = Year 9 33 = Year 10 22 = Year 11 14 = Year 12 5 = Year 13
2019	Section 27 <u>until</u> July 2019 = 67	0	29 = Year 9 14 = Year 10 16 = Year 11 6 = Year 12 2 = Year 13
2019	Stand downs from 30 August = 33	4	10 = Year 9 17 = Year 10 3 = Year 11 0 = Year 12 3 = Year 13

- Guidance and counsellor engagement levels 2017/18/19 To be confirmed

Action Plan To achieve Annual Objective:

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Development of Yr 13 Hauora Programme	<ul style="list-style-type: none"> Reduction in Yr13 stress levels 	All staff	Throughout 2020	DN (Survey)	Student survey to gather student voice at start and end of year
	<ul style="list-style-type: none"> Clear and sustainable programme developed for staff to implement 	Principal/Yr 13 Dean/ SM/DN	Term 1 by end wk 1.	PLD time, planning time, SA	Programme developed
	<ul style="list-style-type: none"> Development student ownership of school environment 	All staff involved in programme	2020	Students	Student voice. Number of student led projects delivered in 2020

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Guidance and Support will be increased	<ul style="list-style-type: none"> Increase in number of guidance support staff 	Principal/Board	Start 2020	Financial	Guidance meetings with Principal
	<ul style="list-style-type: none"> Support through REKA AST – Maori Engagement and AST – Accessing Education will be utilised providing a reduction in truancy and active educational participation 	DN, ASTs, Principal	2020	AST roles	Feedback through REKA, Attendance rates for akonga
	<ul style="list-style-type: none"> Deans developing restorative practice to deal with Pastoral issues 	Deans, SLT	Trm 1, 2020	Restorative Practice Course	Deans meetings, SLT review
	<ul style="list-style-type: none"> Developing Cyber Safety providing strong platform for School and wider community 	IT Support, Principal, DN, All Staff	2020	Family Zone, PLD Time	Reduction in online bullying and inappropriate material access

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Developing Whole staff wellbeing/hauora understanding	<ul style="list-style-type: none"> Key staff attend courses to develop wellbeing processes 	SM, ST	Tm 1 2020	PLD Time	SLT Tracking
	<ul style="list-style-type: none"> Schoolwide inquiry based on developing wellbeing 	Wellbeing Inquiry Group staff	2020	Inquiry time, resources as required	Inquiry Feedback to Staff Meetings
	<ul style="list-style-type: none"> Student voice gathered and ideas implemented 	DN, Heads of House	Tm 1 2020	Survey	

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
House Group Teacher wellbeing support programmes	<ul style="list-style-type: none"> Programmes developed for implementation Tm 2 	House group teachers, DN	Tm 1 2020	Purchased programme resources, PLD time	Staff meeting feedback, student voice, house group teacher feedback

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Redevelopment of student council	<ul style="list-style-type: none"> Operating Junior/Senior Student council 	SCT, DN, Principal, Deans	Tm 1 2020	Student Council budget, student/staff visits to other schools	Council minutes, Head student feedback to Principal
	<ul style="list-style-type: none"> Elections of student representatives 	SCT, DN, Principal, Deans	End Tm 1 2020	Admin support to run election	Elections completed and council set up.

2020 Annual Plan
Strategic Aim 3:

Rotorua Lakes High School is a school at the centre of the Eastside community, offering an education of which our community is both proud and involved in. We will work with all schools in our area to deliver successful outcomes for all tamariki in our diverse community.

Annual Objective:

Connections with Feeder Schools to RLHS will be strengthened in 2020

2020 Targets and Key Performance Indicators:

- Clear Transition Pathways will be established between feeder schools and RLHS
- Opportunities to develop connections with feeder schools will be maximised
- Staff will engage in multi-school approaches to Coherent Pathways
- Sporting connections with feeder schools will be developed and encouraged
- Rotorua Eastside Kahui Ako (REKA) will be the focus to develop strong connections within and across schools
- Increasing conversion rates from Intermediate to secondary

Baseline data:

- Tracking of historical conversion rates from Primary/Intermediate (Based on March 1st Roll)

Action Plan:

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Clear Transition Pathways will be established between feeder schools and RLHS	<ul style="list-style-type: none"> • Transition data will be agreed and communicated between RLHS and feeder schools 	Yr 9 Dean, Literacy/Numeracy coordinators, SLT	End Tm 2 2020	Agreed Assessment formats, Release Time for Yr 9 Dean	School Feedback, Tracking potential Roll vs actual roll growth by SLT.
	<ul style="list-style-type: none"> • Road shows, Open Days and Evenings will be organised for all feeder schools 	DN, Yr 9 Dean, SLT			
	<ul style="list-style-type: none"> • Academic data will be agreed with feeder schools 	Yr 9 Dean, Literacy/Numeracy coordinators, SLT			

	<ul style="list-style-type: none"> Parent Evenings will be held at Primary and Intermediate schools 	DN, Principal	End Tm 3 2020		
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Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Opportunities to develop connections with feeder schools will be maximised	<ul style="list-style-type: none"> Students from RLHS will support students in Mokoia Intermediate 	All Staff, SLT	2020	Transport, PLD Time. Note: Students involved in activities must balance time in class with involvement in interschool activity	Tracking of interschool activities by SLT and Deans
	<ul style="list-style-type: none"> Students from Primary & Intermediate schools will be invited to attend events at RLHS 	All Staff, SLT			
	<ul style="list-style-type: none"> Staff will engage in inter-school PLD through Rotorua Eastside Kahui Ako (REKA) 	All Staff			

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Staff will engage in multi-establishment approaches to Coherent Pathways	<ul style="list-style-type: none"> All staff will engage in Coherent Pathways PLD and develop transition statements for their subject areas 	AST, HODs, All Staff, Feeder schools.	2020	PLD Time	Transition statements will be submitted for all subject areas at Yrs 8/9, 10/11
	<ul style="list-style-type: none"> Pathways development and retention will be developed 	ML, Senior Deans, SM, Principal, Pathways Development Team	Throughout 2020	Meeting time	Student retention figures and meaningful transitions to employment and further education.

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Sporting connections with feeder schools will be developed and encouraged	<ul style="list-style-type: none"> Our students will be involved as coaches and mentors for other schools 	PE Staff, Sports managers and coaches, sports coordinator	Throughout 2020	Student Time	Tracking of student involvement
	<ul style="list-style-type: none"> A clear message of sporting success will be communicated to our community 	DN, PE Staff, sports coordinator	Throughout 2020	Publicity budget, Media presence	Tracking of media posts

Action / Task	Criteria for Success / Expected Outcome	Who? (People responsible / involved)	When? (Timescales)	Resources (inc. People's Time and PD)	Evaluation strategies, Monitoring and on-going review
Rotorua Eastside Kahui Ako (REKA) will be the focus to develop strong connections within and across schools	<ul style="list-style-type: none"> REKA Across School Teacher (AST) will work within RLHS and other Eastside schools 	CT, Principal	2020 onwards	AST Time	Feedback to REKA Management Group
	<ul style="list-style-type: none"> Within School Teachers (WST) will support staff to develop strategies to deliver Numeracy and Literacy goals 	WSTs, HODs, Principal, SM	2020	Staff Meeting PLD Time	Clear strategies articulated in subject specific settings
	<ul style="list-style-type: none"> SLT will work with counterparts in other schools to establish strong relationships 	SLT, Principal	2020 onwards	SLT attendance at REKA Meetings	Anecdotal Feedback on relationships.

RLHS 2020 Workstreams

2020 is a year in which we review current practices and school structures, maintain the systems that have supported strong academic outcomes, build processes and capacity to develop the school further. Many of the investigated outcomes will be trialed in 2020 and go live in 2021.

Curriculum Design

Key Elements

- Review & Develop Current Practices
- Development of Arts Faculty
- Deliver Maori Studies Focus
- School Inquiries into strategic development of curriculum design

Pathways Development

Key Elements

- Coherent Pathways Focus
- Future Focused Pathways
- Development of Restorative Practice
- Line Management Adjustment to support coherent approaches

Community

Key Elements

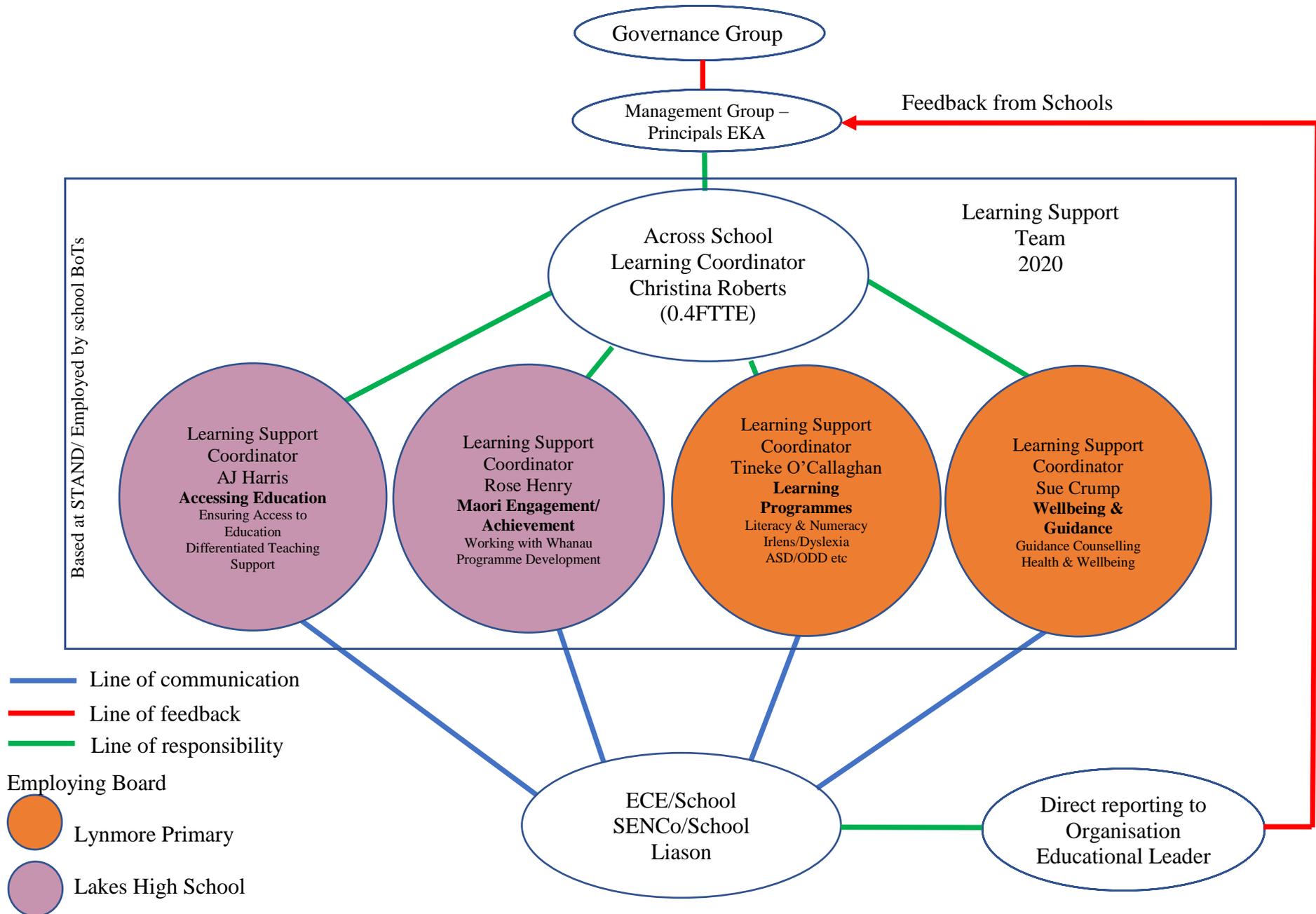
- Increased involvement in Rotorua Eastside Kahui Ako (REKA)
- Develop community visibility
- Develop Sports Exposure at RLHS
- Redevelop Student Council
- School Community Visioning Process completed in 2020

Wellbeing

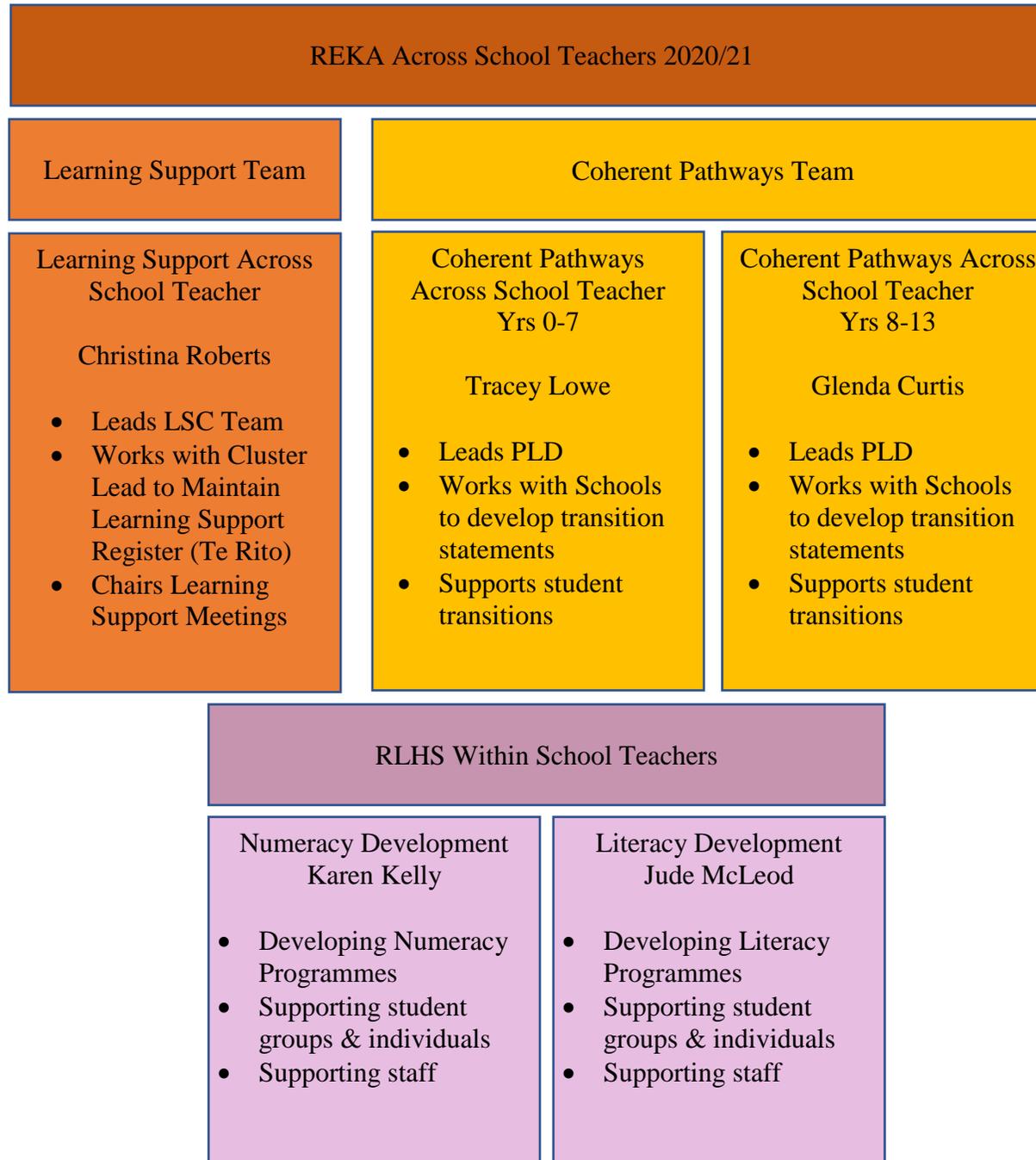
Key Elements

- Wellbeing/Hauora School Focus
- Whole school Cyber safety training
- Development of House structure
- Restorative Practice
- Review of Deans structure for 2021

Structure for Learning Support Coordinators within Rotorua Eastside Kahui Ako



Rotorua Eastside Kahui Ako Across School And Within School Teacher Structure





2019 Analysis of Variance

Review against 2019 Goals

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.

Each Strategic Goal was subdivided into four annual goals. This has provided twelve goals with multiple sub-focus areas. The number of relevant targets and goals will become more focussed in 2020 and streamlined to ensure clear direction for the school.

Annual Goals to meet Strategic Goal:

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

Academic Results 2019 (Source: NZQA Data)

Level 1

Merit: 34.5%

Excellence: 16%

Overall Pass Rate: 75.3%

Level 2

Merit: 29.2%

Excellence: 6.6%

Overall Pass Rate: 87.6%

Level 3

Merit: 25.0%

Excellence: 11.8%

Overall Pass Rate: 76%

Commentary and actions arising:

- 1 In the 2019 Charter there were many facets enumerated within this goal section numbering from 1.11 to 1.38
 - In Broad brush terms most of the facets have been addressed but there is little evidence that specific outcomes have been met as no direct performance indicators were identified in the original goals. In 2020 goals will include specific measurable outcomes that can be measured to ensure completion.

- Some goals, such as 1.22 “We shall review the junior curriculum over 2019” show little evidence of being implemented, with no clear indication as to whose this responsibility was. Moving forwards, all actions will have responsibilities attached for monitoring purposes.
 - The key indicators identified are all admirable in their aims but when staff were asked how these had been implemented and developed there was a general lack of knowledge of what the contents of the Strategic Goals were. There was little evidence that the Charter was referred to as a guiding document throughout 2019. Approaches in 2020 will ensure that staff regularly interact with the contents and aims of the Charter.
- 2 NCEA Results show a positive continuation of Level 2 results (87.6%), although there has been a significant decline in Excellence endorsements. Level 1 results show a declining trend that fits the National pattern. This pass rate of 75.3% needs to be a focus in 2020 with development of Pathways and courses that meet the needs of our students. Whilst Level 3 results continued to be acceptable at 76.0% and 11% higher than National Averages, there is an opportunity to deliver stronger outcomes, especially in the area of University Entrance. While this figure is slightly lower than both the national average (46.8%) and the Decile band average (44.2%) at 43.0%, tracking of student pathways shows that those students who were aiming for UE achieved this outcome. Care over course composition choices at the start of 2020, to ensure students have three subject areas which offer 14 credits, will be monitored.

1.2 We will increase the retention rate of students through innovative polices, programmes and pathways in order that 85% of students achieve NCEA Level 2

Commentary and actions arising:

1. Again there were numerous sub-goals attached to this area (2.1-2.8) many of which seemed to have been carried over from 2018 as the year had not changed in the text.
2. The target to effectively implement the digital curriculum is well on its way although it has only been implemented with pockets of staff rather than being a whole school focus. This implementation will continue in 2020.
3. Although the other sub-goals are all admirable aims, there is little evidence that the school has implemented targeted actions to achieve these outcomes.

1.3 We will increase the number of students leaving school with the relevant qualifications, and meet the Ministry target of 85% of all our students achieving NCEA Level 2

Commentary and actions arising:

1. There has been focus during 2019 on Gateway support but specific outcomes have not been monitored effectively to be able to accurately comment on whether the interventions have been effective.
2. Most of the sub-goals appear to be statements of ‘business as usual’ for an educational establishment e.g. ***“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.”*** Discerning specific interventions as a result of these sub-goals is not possible as no specific actions have been tracked.

STRATEGIC GOAL 2: We will take an active role in ascertaining and meeting the educational aspirations of the school community

I could look at each area of this strategic goal but I feel a single statement will suffice.

In July, to a large extent the school had significantly withdrawn from community interaction, with no dealings with our Kahui Ako and a negative perspective of other schools in our area. The second part of the year was spent re-establishing connections that will drive community support in the future. Functional partnerships with other educational organisations such as Toi Ohomai were maintained throughout the year. There was little evidence of community consultation being evident. This is a key focus for 2020.

STRATEGIC GOAL 3: We will endeavour to resource the school to provide excellent education to every student

It is unclear what this goal actually means as this is the function of any educational establishment. This is not a goal but an expectation.

2019 ANNUAL TARGETS

As well as subdividing the strategic goals into multiple sub-goals, 3 annual targets were set.

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

This was not achieved – Level 1 pass rate 75.3%

Annual Target 2: – 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

No follow up testing was organised in 2019 so the outcome of this goal cannot be determined. We will organise an NZCER survey in Term 2 2020 to give further information.

Annual Target 3: - Attendance will be 88% or more at each year level. Baseline attendance data from 2018: 84.6% attendance for the year.

Based on Assay 3 data, which downloads directly from the KAMAR student management system, the attendance figures for 2019 were:

- 80% of students attended over 85% of the time
- 13% of students attended between 75% and 85% of the time
- 8% of students attended less than 75% of the time

These figures demonstrate that whilst a focus, the interventions put in place had little impact on the overall attendance figures.

Moving Forwards

The Charter in 2020 and associated goals and targets will be regularly reviewed by all staff and connected in a more transparent process to the school's daily operations.

The Key Drivers of Student Achievement, Community Engagement and Developing suitable Pathways remain the focus as we move forwards. Tracking will be developed in all areas to monitor progress during the year, and not simply at year end.