



Te Kura Tuarua o Tūranga Wāhine **GISBORNE GIRLS' HIGH SCHOOL**

ANNUAL REPORT

2024

Our Vision:

Whāngaihia te āpōpō

Empowering rangatahi for life



Te Kura Tuarua o Tūranga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN 2024

Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.	2024 Specific Target: Our school values are integrated and evident both inside the classroom and across the school.	
Baseline Data: (What?) School Relational Practice data.	NELP Links: 1, 2, 3, 5. Mg responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Review the Hinetu Profile in line with our values.	1. Redevelop the Hinetu Profile. 2. Develop a Junior Hinetu Profile for Years 9 and 10.	Our Hinetu Profile is understood and relevant to all staff, ākonga and whānau.
2. Review the Learning Framework	1. Review the Domains to ensure they still match our kaupapa and reflect Te Mātaiaho whakapapa and essential pedagogies. 2. Ensure the LF is relatable for our students.	Revised Learning Framework produced and shared. Ākonga voice used in the evaluation of domains.
3. Ensure our school provides a safe and supportive learning environment.	1. Conduct a student voice collection. 2. Review results and identify required changes.	Ākonga voice identifies any aspects for additional focus. Initiatives created to address any focus areas identified.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. 1. Review of Hinetu Profile: <ul style="list-style-type: none"> Hinetu review committee was established at the start of Term 2. Voluntary members (teachers, support staff, students). Weekly meetings held. Scoping exercise: Kahui Āko - Achievement Challenges Strategic Drivers, Goals & Challenges 2024-25, The Maturanga-a-Iwi strategy for Tūranga, Dreamers working documents, Mātaitipu Vision for young people - Te Mātaiaho, Teacher Feedback/Ideas from TOD 31 May 2024, School Profiles - Website search, Tairāwhiti Secondary School Graduate Profile, Hauora Tairāwhiti WAKA Key ideas (qualities, characteristics, knowledge, skills) gathered and presented to staff on 17 June. Staff prioritised top 5 qualities. Results tallied (A) Next steps: Collecting Student and whānau voice 2. This will be done once the Hinetu Profile has been redeveloped 3. Student Voice staff PLD on Monday 20 May. Student Voice is a requirement of FRAC interviews and will also be incorporated into end-of-year evaluation processes.		
End-of-Year Evaluation: 1. Hinetu Profile Review: <ul style="list-style-type: none"> Whānau voice was collected alongside conferencing feedback in Term 3. Whānau were asked: 		



- When your student leaves Girls' High, what are the top 3 things you hope they have gained (beyond academic success) that will help them in life?
 - Student voice was collected by the student members of our Hinetu Review Committee. Questions were developed and run through the Governance Council before sending out to students on a Google Form. The student representatives oversaw the collection of this data and went to extended form classes to encourage students to respond to the Google Form.
 - A [Hinetū Checklist \(B\)](#) was created using main ideas from staff, whānau, and students to guide the redevelopment of the Hinetū Profile statement.
 - A draft was presented to staff for feedback [Staff Meeting Presentation 21 October \(C\)](#)
 - Guidance sought from Morehu Nikora to incorporate Te Reo me tikanga into the statement
 - [Final Draft of Hinetu Profile \(D\)](#)
- 2. This will be a key piece of work for 2025.
- 3. Student voice collected by the Student Governance Council included aspects of wellbeing. This will be extended into 2025, but we did not want to interfere with the SGC process.

Related Documents

Relational Practice Report Term Four 2024 [\(E\)](#)



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 2: Ākonga voice is an essential part of our school community.	2024 Specific Target: All staff are using ākonga voice for school improvement.	
Baseline Data: (What?) SGC report 2023	NELP Links: 1, 2, 3, 5, 7. Hn responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Ākonga voice is used by all staff to improve practice.	1. Provide PLD for all staff on the purpose and process for the collection of ākonga voice to improve practice. 2. Professional practice conversations will include discussion around the use of ākonga voice.	All staff understand the purpose and process of using ākonga voice to improve practice and can provide examples.
2. Gather ākonga voice on our Curriculum	1. SGC will lead consultation with ākonga about the curriculum development that is underway in the school.	The review is completed and informs Goal 4.
3. Diversify the SGC membership to represent the ākonga cohort.	1. The selection process will support the diverse representation of the Council.	Our SGC membership represents our ākonga population.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. <ol style="list-style-type: none"> 1.1 PLD was held on June 17th with all staff. SGC discussed their wellbeing / attendance findings with staff. Staff were then asked to complete a Google form to allow the students to triangulate their data. 2 Mid-Year FRACS will have a focus on the use of student voice. Ws/Hn will work on this during late Term 3 and Term 4. 3. The selection process supported a diverse representation of the SGC and has representation from Yr 9 to Yr 12 with a mix of ethnicities. 		
End-of-Year Evaluation: <ol style="list-style-type: none"> 1. Students have completed a cycle of inquiry around attendance. (F) This was a multi-pronged approach. Following the student focus group work, staff were surveyed with a Google form. The students reported the data back to the staff so that staff members could reflect on their relationships with students. The final loop was re surveying the students to see if there were any changes in how they felt about attending school. Alongside this, the students ran a House token competition. This was divided into a form class attendance competition and a weekly individual draw for any students who attended 90% during the previous week. 		



2. Students completed a review of how successful the addition of Extended Form Class had been. The SGC presented results to the staff and asked staff what questions they would like them to use to review the initiative.
Extended Form Time Review BOT Report [\(G\)](#)

Related Documents

Attendance Report June 2024 [\(H\)](#)

Attendance Term Four 2024 report [\(I\)](#)



Te Kura Tuarua o Tūranga Wāhine Gisborne Girls' High School

ANNUAL OPERATIONAL PLAN 2024

Strategic Goal 3: Our school supports all ākonga to realise their potential.	2024 Specific Target: Assessment data is used to make equitable decisions for our ākonga.	
Baseline Data: (What?) asTTle results Junior reports	NELP Links: 1, 2, 3, 4, 6. Ku responsible	
Strategic Initiative: (Now What?)	Action:	Measurable Outcomes:
1. Embed the new Junior assessment system.	1. Review the 2023 results and make adjustments. 2. Investigate the change from 'Curriculum Levels' to 'Phases' as per Te Mātaiaho. 3. Ensure the reporting system aligns with the assessment system.	Each Faculty has junior assessments providing reliable, informative information for ākonga and whānau.
2. Ensure all staff understand the requirement for responsive practice to meet the needs of all learners.	1. All staff are to have a plan for each learner in their courses by the end of Term One. 2. Plans are discussed at Term Two co-construction hui. 3. Data is used for decision-making and goal setting at HOF, Deans and Faculty level each term.	Staff can articulate the plan for each of their ākonga. Improved engagement and achievement for all ākonga.
3. Provide for at-risk Year 11 ākonga with a supported learning class.	1. Establish the Matariki Support Class using additional MOE funds. 2. Identify additional supports these ākonga may need.	This group of ākonga stays at school for the full year and achieves meaningful NCEA results.
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. 1.1 Faculties have reviewed results from 2023 and made adjustments for this year. 1.3 Mid-year junior reports are all aligned to the new system. 2. SSA data analysed for each year level in senior school to identify students needing support. 3. The 11MSC class is working well for those students. Support is well-received.		
End of Year Evaluation: 1.1 All faculties are assessing junior student achievement based on Curriculum Levels. Students report positively about the assessments and understand how to show progress. 1.2 MOE has stalled the development of Te Mataiaho. We are awaiting developments. 1.3 All faculties report junior student achievement based on Curriculum Levels. Feedback from whānau has been positive.		



2. Staff discussion of student progress at co-construction hui, faculty, and HOF level. Information used for Conferencing with whānau, students, and subject teachers in Term Three.
3. Students in the 11MSC class have successfully engaged in their programme. This was a small class of 9 students, of whom 6 completed the year. Two new students, who enrolled during the year, did not settle and left after a limited time. Of the 6 students who completed the year, all gained Literacy and Numeracy and 2 have completed NCEA Level One. Report to MOE ([J](#))

Related Documents

Literacy and Numeracy Entry Data Year 9 2024 ([K](#))

Student Conferences ([L](#))

Careers Faculty Report ([M](#))

International Report ([N](#))

NZQA MNA Report ([O](#))

School Leavers 2023 ([P](#))

Student Services 2024 ([Q](#))

Student Achievement NCEA 2024 ([R](#))



**Te Kura Tuarua o Tūranga Wāhine
Gisborne Girls' High School**

**ANNUAL OPERATIONAL PLAN
2024**

Strategic Goal 4: Our school provides a diverse and relevant curriculum.	2024 Specific Target: Our school develops an understanding of Te Mātaiaho (refreshed NZC) to support learning.	
Baseline Data: (What?) Junior Curriculum Report 2023	NELP Links: 1, 2, 3, 4, 5, 6, 7. Ws responsible	
Strategic Initiative: (Now What?)	Actions:	Measurable Outcomes:
1. Faculties continue to learn, develop and implement Mana Orite mo te Mātauranga Māori into their junior curriculum as we move to the revised Te Mātaiaho.	1. Identify appropriate resources and PLD to enhance our teaching programmes. 2. Faculties engage with the Mātauranga Māori WST in the implementation of their plans. 3. Faculty plans are shared across the school.	Faculty Unit Plans Mātauranga Māori Staff Self Review comparison data (Began in 2023) Data collected by the Mātauranga Māori WST - lesson observations and hui. Please see link below.
2. Curriculum decisions are made using ākonga voice.	1. Teachers use student voice data to support the evaluation of programmes. 2. FRAC conversations will include how ākonga voice has informed curriculum decisions.	Faculty curriculum documents reflect the use of ākonga voice. Will need to surmise from FRAC hui how this is happening. SOS - change in how skills are structured across Years 9 and 10
3. Introduce teaching staff to the revised curriculum Te Mātaiaho.	1. Provide PLD on the revised curriculum.	Data collected from PLD sessions
Mid-Year Evaluation: Evidence-based analysis to include discussion of impact on student outcomes. 1.1; 1.2 Various PLD opportunities and support offered by WST to faculties and the whole staff. Delivered a staff beginners Te Reo PLD - Term 2 Local Purakau PLD delivered - Term 2 WST progress reports Term 2 1.3 HOFs are sharing plans at HOF hui 2. PLD held June 17th with all staff on integrating mātauranag Māori into their teaching ND learning programmes. Staff encouraged to collect and use relevant ākonga voice. 3. PLD held about Te Mātaiaho - Term 2		
End-of-Year Evaluation: 1. FRAC Conversation hui included specific questions about student voice. A lot of the focus this year has been on the new NCEA Level 1. 2. HOFs continue to share their development of plans - re curriculum at the HOF hui.		



3. Revised curriculum yet to be developed further - goalposts and timelines have shifted due to government changes.

The new timeline:

Term 1, 2026: Schools and kura with Years 7 to 13 must teach the updated English and Te Reo Rangatira curriculum and mathematics and statistics and Pāngarau for Years 9 to 13. Requiring the use of these learning areas and wāhanga ako in 2026 will give secondary schools lead-in time for implementation. The Ministry will work with NZQA to make sure NCEA achievement standards only assess content that is in the updated national curriculum.

The fully updated national curriculum, including all the other learning areas, wāhanga ako, and subjects, will be available for all schools and kura to use throughout 2026, giving a full year of implementation support before it's officially required from 2027.

4. We have started to explore and discuss, as an SLT team the use of Trauma Informed Practice as a way to enhance the relationships and learning at our school.
5. Have yet to see faculty documents that reflect ākonga voice. Recently, a decision was made to keep the numeracy CAA's at Year 10 in response to ākonga voice.
6. WST continued to keep up to date with developments in particular with the Maths Curriculum.

KEY IDEAS - Summary of results from consultation with staff

Top 10:

1. Respect for themselves and others (18) note: expressed as *mana ōrite* (Melody)?
2. Identity and heritage/Know our history, tikanga and language/culturally connected (15)
3. Empowered (13)
4. Build, grow and sustain healthy relationships/relate effectively with others (13)
5. Individual achievement and personal excellence (13)
6. Active learners and citizens/citizens of their local, national and global communities/Care for family and community (13)
7. Courageous, compassionate and curious (12)
8. Strong sense of identity (11)
9. Critical thinker (9)
10. Curious about learning/Enduring curiosity for learning (8)

Other results:

Embrace diversity (7)
 Flexible and adaptive (7)
 Wellbeing (7)
 Empathy (7)
 We understand that success can look different for us all (6)
 Give effect to Te Tiriti (6)
 Successful lifelong learners (6)
 Integrity (6)
 Collaboration, collective responsibility/take individual and collective responsibility (5)
 Equality and equity (5)
 Not for school but for life we are learning (5)
 Resilient (5)
 Learning together, achieving together (4)
 Confident (4)
 future pathways (4)
 Aspire to excellence (4)
 Seek out challenges (4)

Kaitiaki of our environment (3)
 Dream big (3)
 Self-reliant (2)
 achieve academic success (2)
 Equipped to achieve aspirations (2)
 Agile thinker (2)
 Self worth (2)
 Whakarangatira (2)
 Flourish (1)
 actively involved (1)
 Sincere effort (1)
 In all walks of life (1)
 Use our heads and our hearts to make decisions (1)
 Wide range of learning opportunities (0)
 High intentions (0)
 Fulfilment (0)
 love learning (0)
 Equipped for global success (0)

Gaps/other feedback:

Learning for life, life of learning
 Well rounded, diverse
 Needs Te Reo me tikanga - te ao Māori

Use values as framework

"Me mate ururoa koi mate wheke" (for resilience)

Suggested Profile statements:

Less jargon, more human: build amazing Hinetū who will respect & inspire & seek out challenges to overcome.

Independent wahine equipped to empower future generations and to embrace challenges with courage and resilience

Hinetū Checklist

- ☐ Does it fill the brief of a graduate profile?
 - Graduate profiles describe skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond school. (MOE)
 - Graduate profiles describe a wide range of competencies and dispositions that places of learning want to see developed in young people during the time they are with them. (Derek Wenmoth, CORE)

- ☐ Does it reflect our values (can we see the values in the statement?)
 - Mana Motuhaketanga
 - Maiaatanga
 - Whakawhanaungatanga
 - Manaakitanga

- ☐ Can we see our Vision statement?
 - Whāngaihia te āpōpō
 - Empowering rangatahi for life

- ☐ Does it include key ideas from ākonga?
 - Social skills/friendships
 - Life skills
 - Confidence
 - Resilience
 - Reach my future goals

- ☐ Does it include key ideas from whānau?:
 - Confidence
 - Resilience
 - Empathy
 - Self belief
 - Identity
 - Love of learning

- ☐ Does it include key ideas from staff?
 - Respect for themselves and others
 - Identity and heritage
 - Empowered
 - build/grow/sustain healthy relationships
 - Individual achievement and personal excellence

- ☐ Does it meet other requirements we've identified?
 - Includes te reo me tikanga
 - short/sharp less jargon
 - Ability to measure our (school's) progress against it/ develop a strategic plan based on it ie. what we *do* to develop the skills, knowledge, attitudes, competences stated in our our Hinetū profile

Anything else to consider?



Hinetū Profile Review: Draft Statement for Consultation

Staff Hui 21 October 2024



Hinetū Review Committee

Betty Cherrington
Quinn Haughey
Wendy Kirkwood
Melody Lamb
Tony-Rose Monzaes
Mokena Ngata
Izzy Robertson-Reiri
Jess Williams



Graduate Profile

Graduate profiles describe skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond school.

New Zealand Curriculum Online



Graduate Profile

Graduate profiles describe a wide range of competencies and dispositions that places of learning want to see developed in young people during the time they are with them.

Derek Wenmoth; CORE Feb 2020



Our Process

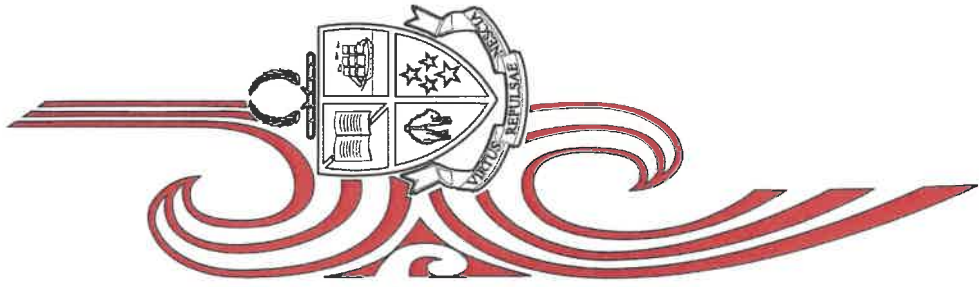
1. Scoping
2. Staff voice, student voice, whānau voice
3. Wordsmithing



Staff

Top 10:

1. Respect for themselves and others
2. Identity and heritage/know our history, tikanga and language/culturally connected
3. Empowered
4. Build, grow and sustain healthy relationships/relate effectively with others
5. Individual achievement and personal excellence
6. Active learners and citizens/citizens of their local, national and global communities/Care for family and community
7. Courageous, compassionate and curious
8. Strong sense of identity
9. Critical thinker
10. Curious about learning/Enduring curiosity for learning



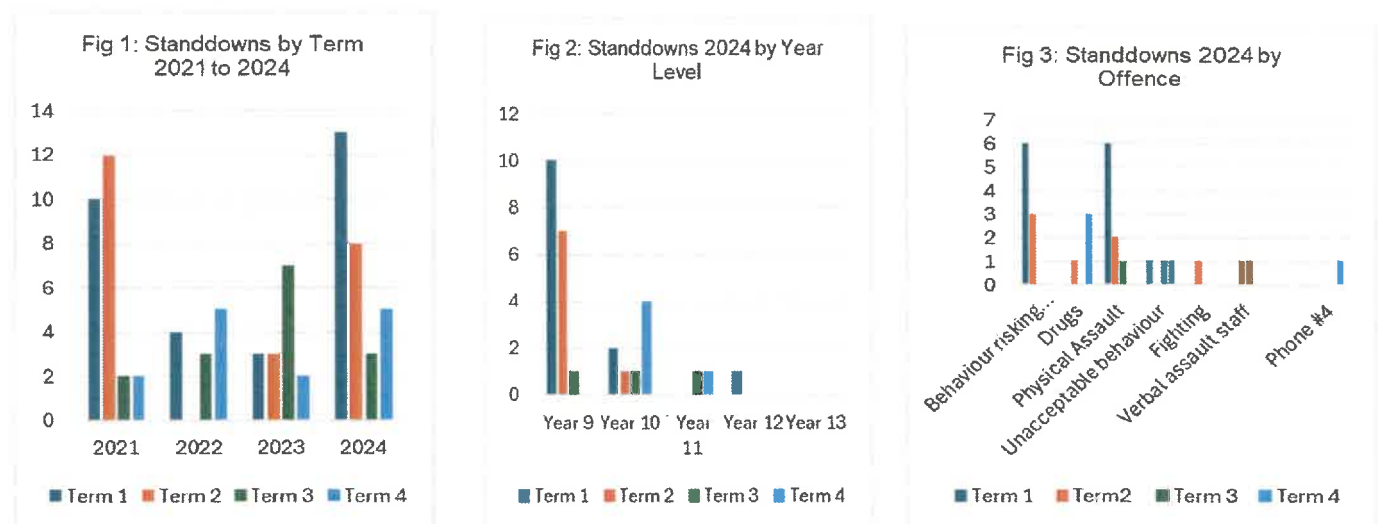
Hine tiaia ki kura rau!
Hine hōkaia taumata rau!
We are Hinetū; strong in our identity and
culture. With courage and compassion, we
empower each other to thrive.
E tū e! Hinetū e

This paper reports on 2024 Term Four's activities for the Restorative Practice portfolio. During Term 4, we had 2 SLT-led restorative conferences, 5 stand-downs, and no suspensions. The details are shown in the table below.

Year	Stand-down	SLT led restorative	Suspension
9			
10	Unacceptable Behaviour x1 Drugs use x 3	Drugs use x 2	
11	Phone Offence # 4 x 1		
12			
13			

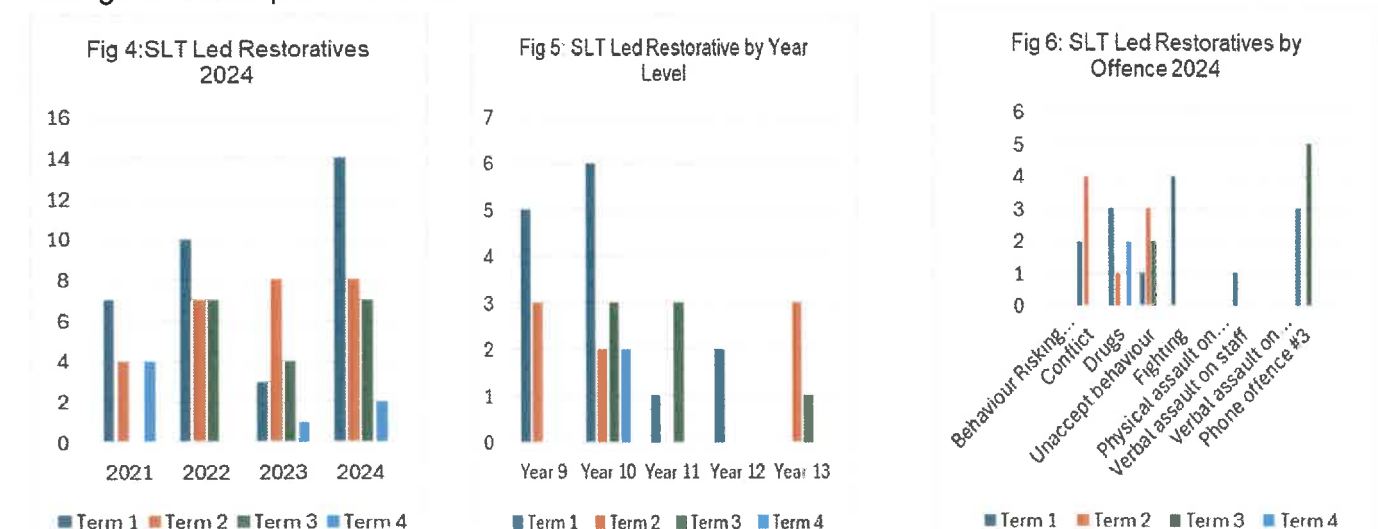
Stand-Downs:

There were 5 stand-downs during Term 4, they were mostly due to a group coming to school under the influence of drugs. We had our first, and only, stand-down due to a fourth phone offence.



SLT-Led Restoratives:

The two SLT-Led Restoratives during Term 4 were again due to students coming to school under the influence of drugs. These were both Year 10 students. Overall, the phone ban has been quite successful with most students managing this change effectively. The most compliant year level has been Year 9 - possibly linked to their previous experiences. During 2024, 15 students needed SL-led Restorative meetings for a third phone offence.



2024 followed the same trend as previous years. Term One is spent working with new students to help them understand our relational culture and develop new relationships. Students arrive from different kura, looking to assert themselves at GGHS and this does take Term One to work through this. During Term One, we spend a significant amount of time working on Whakawhanaungatanga and are always looking for ways to improve this. Our work with the Ministry around Trauma informed practice blended with PLD with Marg Thorsborne on Relational Practice, with the whole staff, during the first half of the year will support this growth and improvement.

This year we have given our Year 9 Form Teachers an additional hour for them to focus on establishing good home - school relationships with whānau of our newest students. It is hoped that this will help them to settle into our culture quicker. Our Year 9 camps are very early this year to also help build relationships between the new students.

GGHS Attendance Project

Over the course of the past two years our attendance initiative has included:

- Initial focus groups with students on attendance motivators and barriers
- The development of the attendance counter house challenge
- Informed teachers of student feedback then surveyed teachers to triangulate data

GGHS Attendance Project

As a final step we are putting out one final survey to the students.

The purpose of this is to:

- Focus on a key part of ākonga attendance, which we believe is relationships: students - teachers relationships and school - whānau - relationships. We are focusing on adding depth in our data through this survey that focuses on this area.
- Make a comparison between the results and feedback of students from when we first did the focus groups last year, the feedback we collected from the teachers, and the results we get back from this survey, so we can identify any progress.

GGHS Attendance Project

Counter totals 2024

2nd
LYSNAR: 325

1st
WILLIAMS: 378

3rd
DUFF: 313

We are going to continue the counters next year, and we hope for your continued involvement.

Finally, we want to thank you on behalf of the council for working with us on our initiatives over the past two years regarding attendance. We look forward to continuing our work over the coming years.

If you have any suggestions or comments regarding our ongoing attendance project, please email Mrs Hannah.

Extended Form Time

We have been asked to look into the success or not of extended form time.

To instigate the best approach possible, we want to know what questions the teaching staff want to ask students about extended form time to improve it.

This paper reports on the revision of Extended Form Time that was conducted following the review by the Student Governance Council in 2024. The review clearly showed that the students generally did not value this time mainly due to the lack of direction, inconsistency across form classes, and variability of learning activities. This information was shared with form teachers at the end of the year at a staff hui and discussions were held as to what improvements were required.

Our first step was to acknowledge the importance of the learning that is to occur at this time. To ensure that this was given the appropriate value we have renamed this as Ako Time to recognise that it is learning time in its own right not just an extension of form class time. Ako Time is an important part of our school curriculum where we ensure we deliver aspects of Social and Emotional Learning (SEL), Careers Education, academic guidance and mentoring, and other important topics such as living our school values and realising the aspirations of our Hinetū Profile.

Rationale for the importance of teaching SEL and life skills curriculum:

Our ākonga and whānau have told us that life skills should be included in our curriculum. Our ākonga Dreamers group who set our strategic direction and established our school vision in 2021, were intentional in the words they chose for our school vision: Empowering rangatahi for life. The vision statement was worded deliberately to imply both the idea of life-long learners, but also life skills. In 2024, the Hinetū Review Committee gathered whānau and ākonga voice around their priorities for knowledge, skills, and qualities they hoped to acquire over their time at our school. Ākonga at all year levels, as well as whānau, emphasised the importance of SEL and life skills. Research shows that Social and Emotional Learning (SEL) improves achievement and increases prosocial behaviours (such as kindness, sharing, and empathy), improves learner attitudes toward school, reduces depression and stress among learners, and improves learners' academic performance. (Tāhūrangi - New Zealand Curriculum).

Rationale for Academic Mentoring and Careers Education curriculum:

A 2019 study by Business and Economic Research Limited (BERL, 2019) found that 21 of 100 Māori school leavers get University Entrance. The report goes on to state that attainment of a degree-level qualification is a "strong predictor of long-term prosperity" (p.10). The New Zealand Institute of Economic Research reinforces this finding, In 2020, the employment of people with no qualification was 42%, compared to those with levels 1–3 (64%) and levels 4–6 (74%). On average, a person with a level 4–6 qualification will earn more than \$500,000 compared to someone with no qualification during their working life. The level of income difference will materially expand the potential economic outcomes and consumption choices available to those with better education. Better education outcomes are also linked to improvement in health literacy, health outcomes, civic participation, and a reduction in intergenerational poverty. (NZIER, 2021)

The responsibility secondary schools hold as qualification providers within the New Zealand Qualifications Framework is significant. Students who gain their qualifications while at secondary school have better outcomes than those who gain similar qualifications through tertiary providers. In his report to the Ministry of Education, Earle (2010) found that Levels One to Three certificates attained through a tertiary provider, while equivalent in level to school qualifications, were associated with lower employment and income than school qualifications, with social outcomes similar to those of people with no qualifications.

Roles and responsibilities of Ako Teachers:

Teaching:

Ako Time is a paid lesson of teaching time. As such, there is an expectation that lessons will be planned and actively taught by Form Teachers. Administration and pastoral care related to Form Class should be done during other Form Times during the week.

Planning:

SLT will establish an overview for each year level with intended outcomes, in consultation with deans. Priorities for learning, progressions and intended outcomes are set using voice gathered from whānau, ākonga and staff, as well as other data (achievement, attendance and pastoral). The foundation for learning in Ako Time is the school's vision, values and the Hinetū profile. Term-by-term planning will be collaboratively developed by Deans and Form Teachers at each level. Hui will be scheduled to accommodate this planning. Term-by-term plans are iterative and developed using previous years' plans, however will be adapted to be responsive to the needs of a given cohort. Deans/SLT will have oversight of the delivery of these plans.

Resources for Ako Time are located on the Google Teacher Drive. This folder already has a wealth of resources to use to assist with planning and activities.

ATTENDANCE REPORT

JUNE 2024 ITEM 3.2

This paper provides information about the school's attendance statistics for Term One. The data is provided by the MOE from the Every Day Matters term-by-term data collection.

Daily Attendance:

We monitor the attendance of our students every day. Our average daily attendance in Term One was **83.2%**. In 2023, this result was 81.4% so we have seen another small increase. Daily attendance averaged 77 - 89% per week. It was good to see that all year levels are generally attending at the same level.

Regular Attendance:

The main data that this report is based around the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The MOE has a goal of 90% of students attending school regularly. The overall percentage of students attending our school regularly in Term One was **42%**. This was the same as for 2023.

YEAR LEVEL:	REGULAR ATTENDANCE % T1 2023	REGULAR ATTENDANCE % T1 2024
9	52	50
10	41	41
11	38	43
12	34	30
13	43	39

There is a difference in attendance for different ethnicities of students with Pakeha students having the highest result last term and Maori students having the lowest. Both the Maori and Pakeha student results have reduced in 2024. Pasifika students' attendance has improved this year.

Ethnicity:	REGULAR ATTENDANCE % T1 2023	REGULAR ATTENDANCE % T1 2024
Maori	35	32
Pakeha	51	46
Pasifika	36	44

Attendance below 70%:

We still have a number of students who are attending at below 70% and these cause us the most concern. It is pleasing to see that all year levels except Year 12 have recorded better results than last year. The Year 12 increased result was mainly caused by a group of students who returned to school this year but had very low attendance. They have since left school.

Year Level:	<70% attendance % T1 2023	<70 attendance % T1 2024
9	16	6
10	19	14
11	28	7
12	19	24
13	24	16

Ethnicity:	Below 70% Attendance T1 2023	Below 70% Attendance T1 2024
Maori	28	18
Pakeha	12	4
Pasifika	29	5

Again we can see good improvement compared to 2023 for all groups. Every student in this position has their own story and no single solution will work for them all. This starts with individual conversations with students and whanau to identify how the school can help to improve attendance and success.

Attendance Actions:

1. Attendance processes reviewed with staff at the start of the year.
2. Reasons are expected to be obtained for all absences.
3. Form teachers receive attendance data for their form class regularly and have discussions with individual students and contact home when necessary.
4. Deans regularly receive attendance data for their year level and work with individual students and their whanau as required.
5. Attendance data for all students was included in Term One Interim reports and was discussed at conferences.
6. Attendance Service kaiawhina works with our school to follow up students who have had an ASA referral (more than three days unexplained absences).
7. Student services conduct home visits for those students who are not attending.
8. One of our Community Liaison Roles (new this year) has the focus area is: Supporting poor attenders in the senior school and involves working with post-16 irregular attenders, their whānau and key stakeholders.

This paper provides information about the school's attendance statistics for Term Four. The MOE provides the data from the Every Day Matters term-by-term data collection.

Daily Attendance:

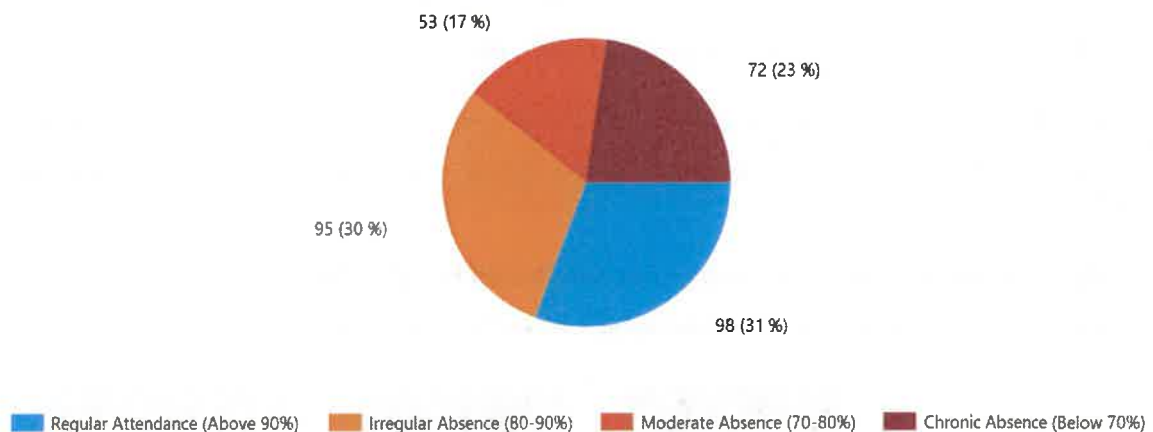
We monitor the attendance of our students every day. Our average daily attendance in Term Four for our Year 9 and 10 students was **78.1%**. The value in Term Three for all levels was 79.9%.

Regular Attendance:

The Everyday Matters report is based on the concept of 'Regular Attendance'. The MOE considers regular attendance as being 90%. The MOE has a goal of 80% of students attending school regularly. The overall percentage of students attending our school regularly in Term Four was **31%**. This was 25% in 2023.

Term 4 Detailed View

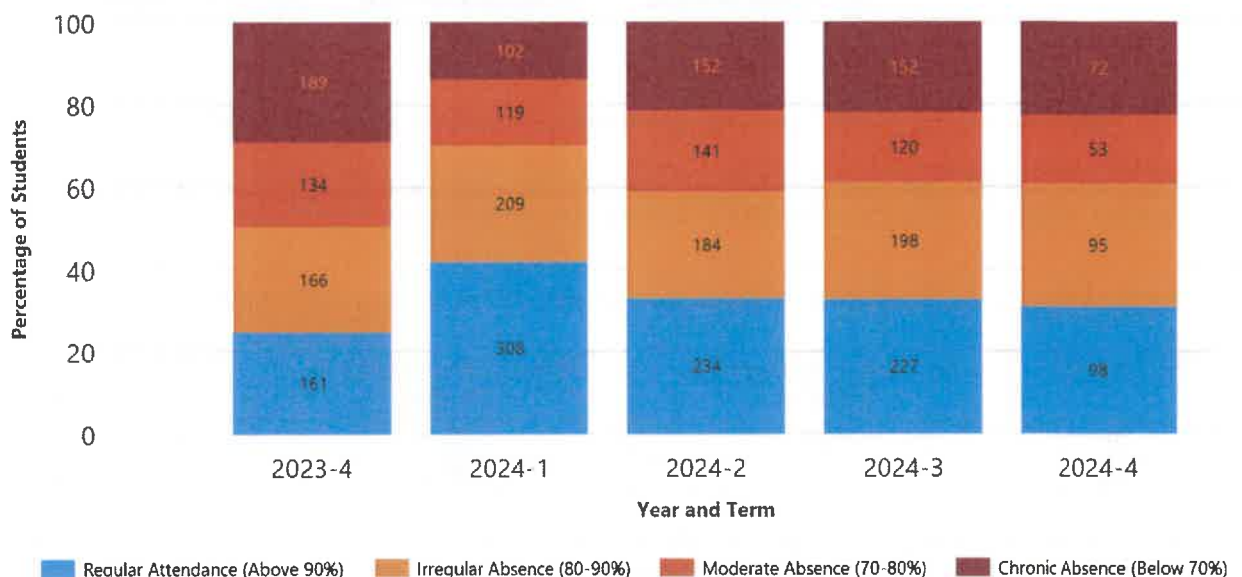
How many students are in each student attendance category?



In Term 4 of Year 2024, 98 of your students were attending school regularly, with 31% students at school above 90% of the time.

How have your student attendance categories changed over the last 5 terms?

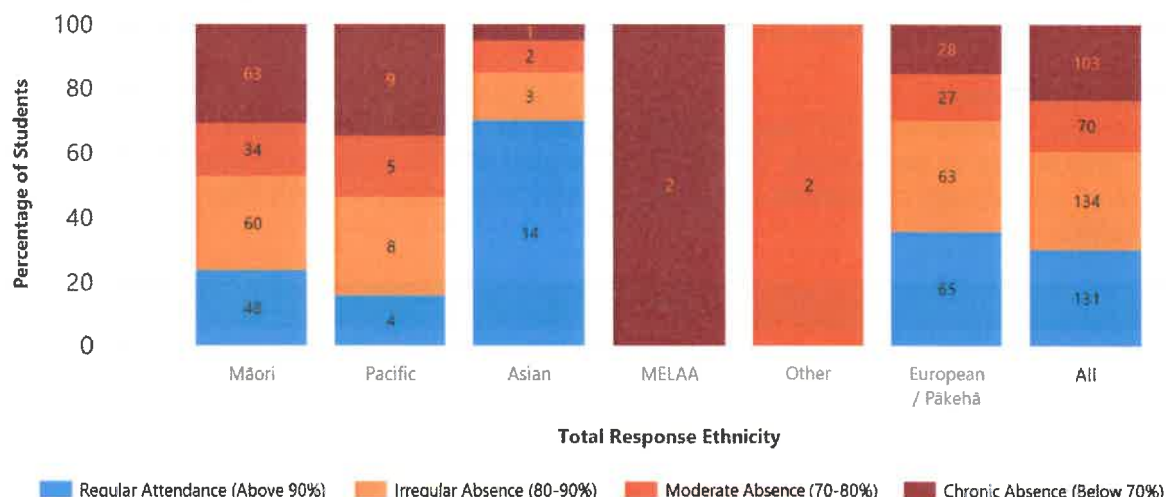
NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



How are your student attendance categories distributed by ethnicity?

NOTE:

- Students who identify with more than one of these ethnic groups are counted in each.
- Percentages are shown on the vertical axis while the bars show the actual number of students.
- Where there are small numbers in a group, please interpret with caution

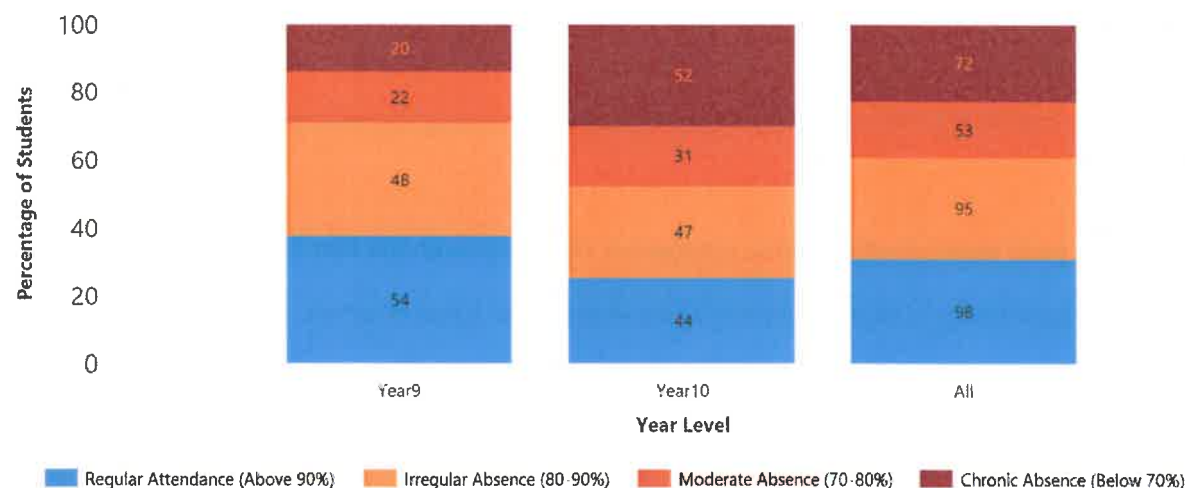


In Term 4 of Year 2024, Asian ethnic group had the highest proportion of students attending regularly, with 70% of students at school above 90% of the time.

In Term 4 of Year 2024, MELAA ethnic group had the highest proportion of students with chronic absence, with 100% of students at school less than 70% of the time.

How are your student attendance categories distributed by year level?

NOTE: Percentages are shown on the vertical axis while the bars show the actual number of students.



In Term 4 of Year 2024, Year 9 had the highest proportion of students attending regularly, with 38% of students at school above 90% of the time.

In Term 4 of Year 2024, Year 10 had the highest proportion of students with chronic absence, with 30% of students at school less than 70% of the time.

In the table below we can see that Years 9 - 10 have all improved when compared to the 2023 results.

YEAR LEVEL:	REGULAR ATTENDANCE % T4 2022	REGULAR ATTENDANCE % T4 2023	REGULAR ATTENDANCE % T4 2024
9	35.0	24.4	37
10	30.2	26.4	24

There is a difference in attendance for different ethnicities of students with Pakeha students having the highest result last term and Maori students having the lowest. Both the Pakeha and Pasifika student results have increased in 2024. Māori students' attendance has remained the same this year.

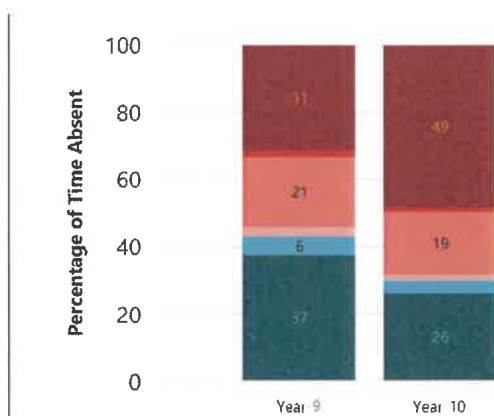
Attendance below 70%:

We still have a number of students who are attending at below 70% and these cause us the most concern. In particular, the increase in the low attendance at Year 10, gives us plenty to work on.

Year Level:	<70% ATTENDANCE T4 2022	<70% ATTENDANCE T4 2023	<70% ATTENDANCE T3 2024
9	16.3	25.6	13
10	33.8	18.2	30

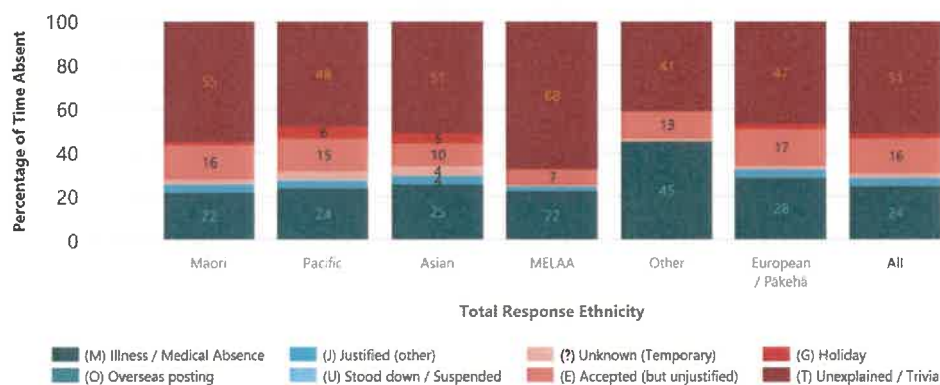
The graphs below show the level of Justified vs Unjustified absences from the Everyday Matters report. As we can see from this, under half of our absences are Justified according to the MOE rules. Of that, the largest component is absence due to medical conditions.

What differences are there between year levels in reasons given for absence?



What differences are there between ethnic groups in reasons given for absence?

NOTE: Students who identify with more than one of these ethnic groups are counted in each.



Other students had the highest proportion of justified absences, with 45% of their absences being for justified reasons. MELAA students had the highest proportion of unjustified absences, with 76% of their absences being for unjustified reasons.

This year we are putting a bigger focus on attendance. Our Attendance Plan already follows the new MOE guidelines however we will put more emphasis on everyone following the plan correctly.

We have given Year 9 Form Teachers an additional hour (CLR position) for them to focus on engaging with their new students and their whānau to establish stronger relationships and good attendance patterns.

All staff will be regularly reminded and monitored to ensure our plan is followed.

Regular publicity will focus on the importance of regular attendance.

This report provides an overview of e-asTTle testing outcomes for the 2024 Year 9 cohort in writing, reading, and numeracy.

At the start of Year 9, the typical expected level is set at Level 4 Proficient (4P). By the end of the year, students are generally expected to reach a Level 4 Advanced (4A), indicating a progression of one sub-level.

Conclusion:

The data highlights a significant portion of our students test below or significantly below the expected curriculum levels across reading (44%), writing (62%) and numeracy (60%). A smaller group tests above expectations, at Level 5 or above in reading (21%), writing (15%) and numeracy (14%).

The wide range in results poses challenges for teachers in tailoring instruction to cater to diverse literacy and numeracy needs. These findings emphasise the importance of integrating literacy and numeracy throughout the curriculum to facilitate student progress, especially with the introduction of the Literacy and Numeracy CAA assessments, which serve as gatekeepers to all NCEA qualifications.

Moreover, the analysis shows a notable disparity between Māori and European students, with a higher percentage of Māori students not meeting expectations across all areas. The gap between Māori and European student results narrows at the higher end of the curriculum across all areas. Consequently, the ongoing development of a mana orite curriculum is of utmost importance and urgency.

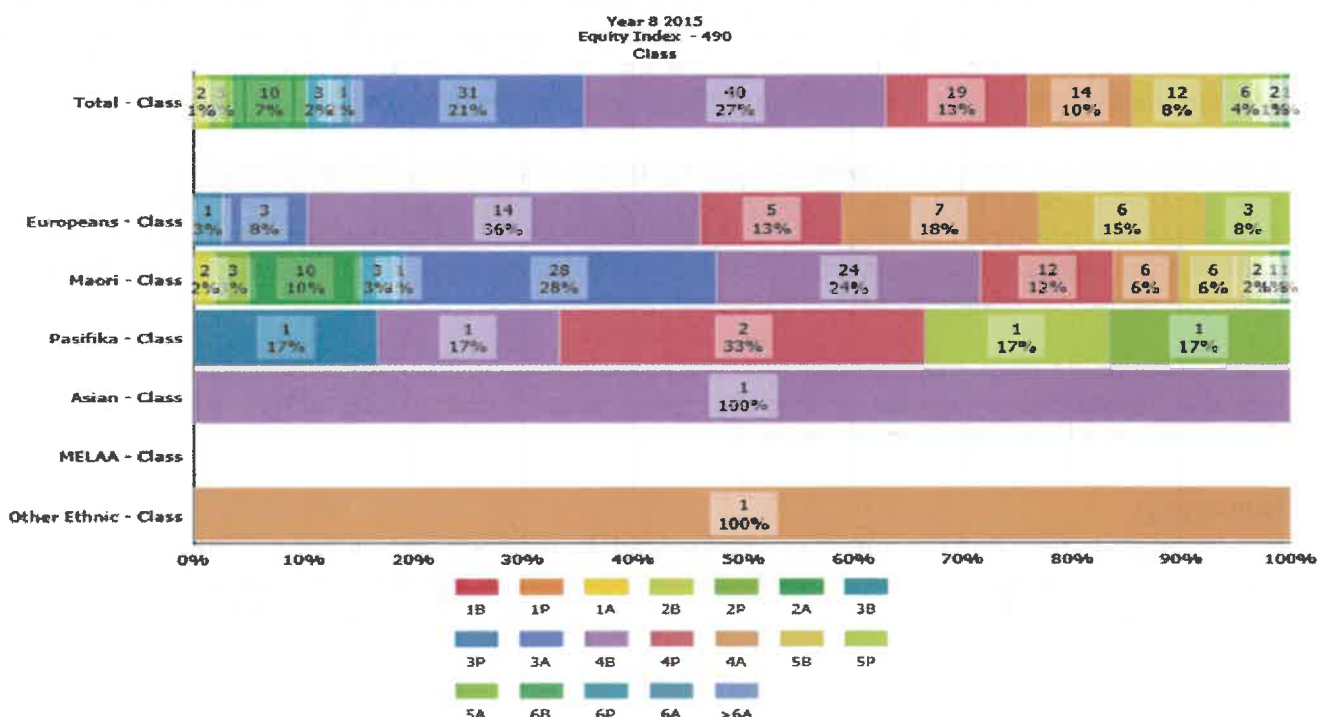
Furthermore, the role of the Learning Support Department and our Tumatakahuki is crucial to ensuring equitable access to the curriculum. Their contributions provide essential support and resources to students and teachers to assist with the acceleration of progress required to meet the expectations of the senior school.

Results:

The following graphs and commentary offer a breakdown of writing, reading and numeracy e-asTTle testing results by whole cohort and ethnicity. The ethnicities beyond European and Māori constitute small groups, therefore, only Māori and European groups are commented upon.

Writing:

The spread of results are shown in the graph below.

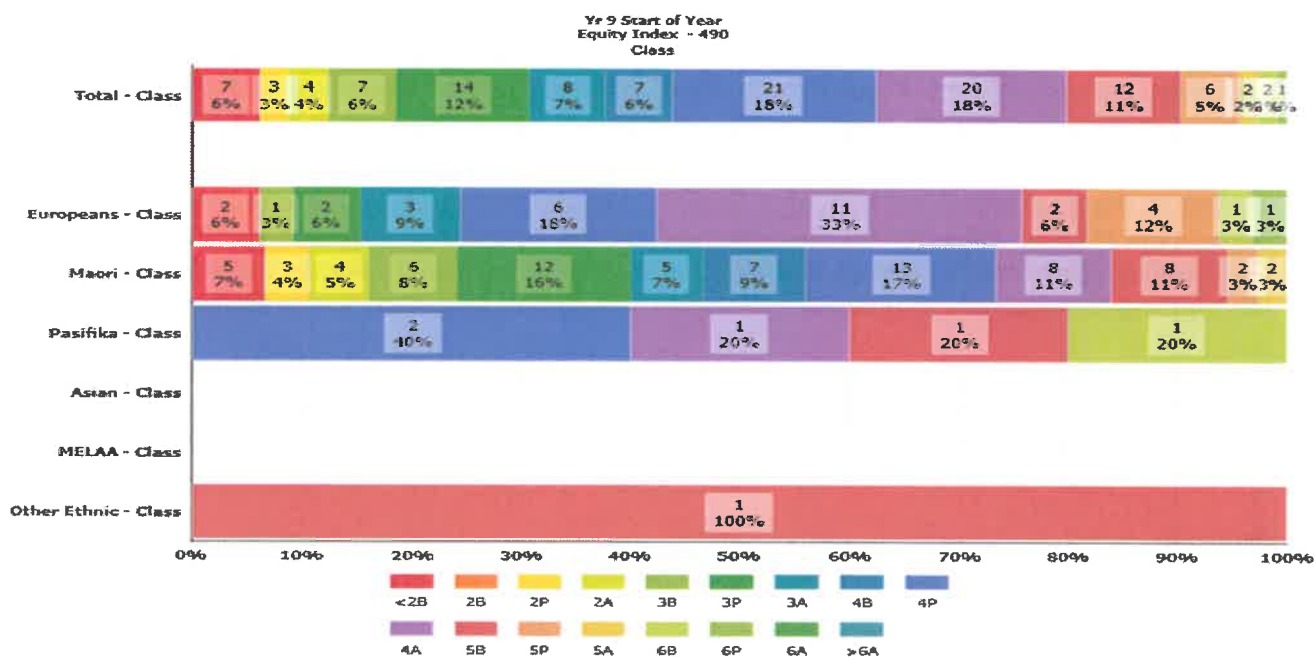


The writing results are from 146 students. Looking at the graph, we can observe that many students, 62%, are below the expected curriculum level of 4P while 13% are performing at the expected level, and 25% are exceeding expectations. There is a wide range of results from 2B to 6B. 14% of the cohort are testing at 3P or lower, significantly below the expected level, while 14% tested at Level 5 or above, significantly above the expected level.

Within both Māori and European student cohorts, there are many students performing below the expected curriculum level. However, a significant gap exists with 71% of Māori students below the expected level, compared to 47% of European students. 19% of Māori students tested well below (at 3P or below) compared to 3% of European students. At the higher level, 23% of European students achieved at Level 5 or above and 10% of Māori students reached this level.

Reading:

The spread of results are shown in the graph below.



The reading results are drawn from a dataset comprising of 107 students. Unfortunately, one class took a different reading test from the rest of the cohort. The smaller sample size may impact the reliability of these findings in comparison to the writing data. Overall, 44% of the assessed students scored below the expected level. There is a wide range of results, with approximately 31% of students performing at 3P or below, which is significantly below the average expected curriculum level. In contrast, 18% have attained the expected level, with 38% surpassing expectations with 20% testing at level 5 or higher.

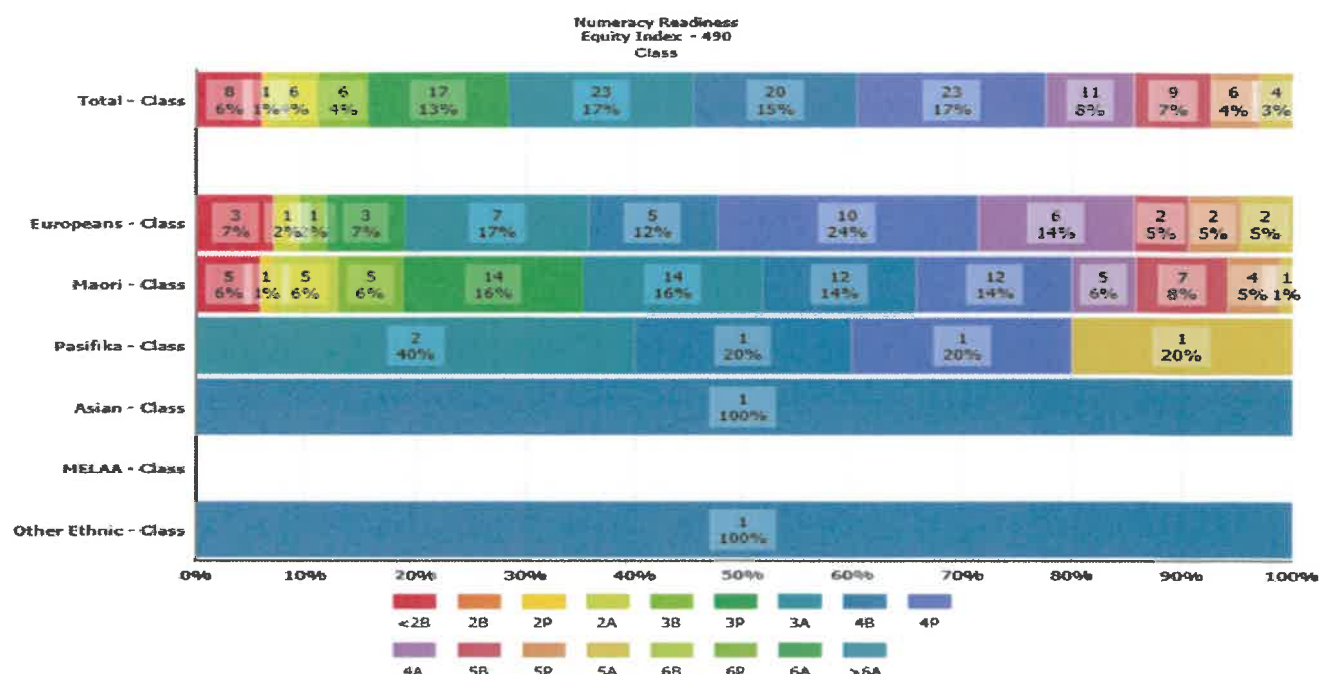
There is a large discrepancy between the performance of Māori and European students. Specifically, 56% of Māori students fall below the expected level, compared to 24% of European students. While 40% of Māori students are testing at 3P or below, only 15% of European students demonstrate similar performance. This gap is less at the higher end of the results, with 17% of Māori students achieving level 5 or above, compared to 24% of European students.

The results for the class that took the alternative test cannot be included with the other students however the trends were similar although this class performed slightly better than the overall cohort. This could have been due to many reasons.

Numeracy:

It is important to note that the numeracy assessment is designed as a 'numeracy readiness' test, focusing on evaluating numeracy skills rather than assigning a specific curriculum level for mathematics. This differs to previous years which specifically tested for the Year 9 Mathematics course.

The spread of results are shown in the graph below.



The numeracy readiness results are drawn from a dataset of 134 students. 60% of the assessed students scored below the expected level. 28% of students tested at level 3P or below, significantly below the average expected level. 17% have attained the expected level, with 23% surpassing expectations and 14% operating at level 5 or higher.

The pattern of discrepancy between the performance of Māori and European students continues. Specifically, 65% of Māori students fall below the expected level, compared to 47% of European students. 35% of Māori students are operating at 3P or below, while 18% of European students demonstrate similar performance. The gap between Māori and European student narrows at the higher end of testing with 11% of Māori students tested at level 5 or above, compared to 15% of European students.

STUDENT CONFERENCES

MAY 2024 ITEM 3.6

This year we plan to hold two student - whānau conference sessions. The first one was held in Week 9 and was with students, their whānau and their form teacher. An Interim Report was sent home by email the week before to provide feedback on how the students had settled into the new school year. We used the School Interviews programme for booking interviews this year and this generally worked very well.

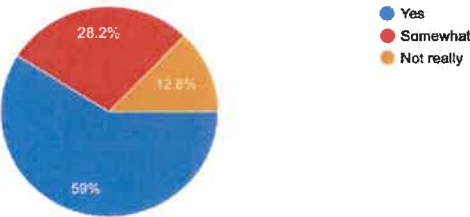
Overall uptake of this opportunity remains strong with a steady increase over the past three years.

Year Level	Attendance % 2022	Attendance % 2023	Attendance % 2024
9	79	75	85
10	79	73	76
11	68	71	60
12	66	58	74
13	55	59	59
Overall	69	67	71

A survey was sent out after the conferencing to gather whānau voice about our process. A total of 35 responses were received and these provided some good feedback.

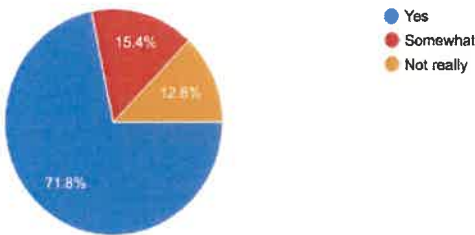
Was the Interim Report useful to give you information about how your student has started the new year?

39 responses



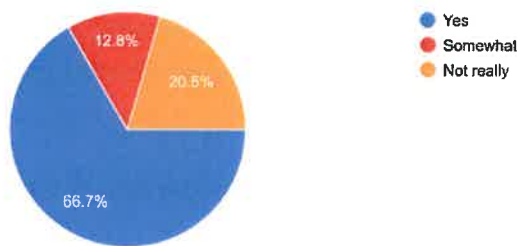
Was your conference helpful for strengthening the home - school relationship?

39 responses



Was your conference helpful to understand your student's progress at school this year to date?

39 responses



The second round of conferencing is planned for early Term Three to discuss progress and reset goals for the remainder of the year. The second occasion will align with the mid-year reporting round. Following feedback from our first round of conferences we are making some changes to the second round. The plan is to open up conferencing with any teacher. These will be booked online and will allow for both form and subject teacher interviews.

Ka nui te mihi ki a koutou - Tēnei te Ripoata mō Careers Faculty 2024

In this report I hope to provide a clear and concise overview of what we deliver at GGHS and how we support the development of career management competencies and transitions for our tauira. Our Careers Faculty offers an array of programmes, resources, events and career guidance. This year our staff includes three qualified Careers Advisors and our Careers PA.

Programmes offered include: Timetabled programmes, Year Level Career Education - Extended Form Time support, targeted yearly STAR courses and courses that arise throughout the year, Tertiary trips and events, EIT Trades Academy, Gateway, Careers Advice and Guidance - targeted at Y11 to Y13,

Senior Year Level Careers Advisor Support:

Year 11 - Kelly Sheridan, Year 12 - Christine Bevan-Hutana and Year 13 - Penny Clarke

Career Education and Guidance:

Year 9 to Year 12: Career education activities and resources are provided for form teachers to use throughout the year to develop career management competencies pertinent to each year level. Activities and support is also provided to align with events and school-wide processes eg. subject selection, conferencing.

Year 9: One lesson is provided by Careers HOF for each form class of Career Education in Term 1 to support tauira and form teachers with the use of the Career Central career development online platform. Year 11 to 13: Tauira and whanau can request one on one careers advice and guidance. Whanau careers evenings held eg. Term 3 to support subject selection and transition plans.

For our senior levels we have a strong focus on providing regular and relevant visitors such as ex-students, role models and current employers eg. Police, Matai etc. These have been very well received by the students and teachers alike. We have also built strong relationships with tertiary providers and liaisons, Youth Services and Studylink, helping students be prepared for their tertiary study while still at school, creating links with the tertiary institutions throughout NZ. Maintaining strong relationships and connections with outside networks and providers, ensures our tauira have up to date, relevant and culturally responsive support to meet their year level and individual needs.

STAR - (Secondary Tertiary Alignment Resource):

STAR is an important grant used by Gisborne Girls' High School to meet the identified learning needs of senior students that cannot be catered for within the traditional school curriculum. The objectives of STAR are to:

1. provide or purchase tertiary-type courses which will better meet students' needs, motivate them to achieve and facilitate their smooth transition to further education, training or employment;
2. support students to explore career pathways and help them make informed decisions about their schooling and future work or study.
3. facilitate transition to the workplace for students, particularly those intending to go straight into the workforce or those likely to leave school without any formal qualifications.

Timetabled Subjects - STAR Funded:

These courses are unit-standard based and can support tauira with their NCEA Qualifications.

Early Childhood Education - Y12 and Y13

Pathways to Work - Year 11, 12 and 13

STAR funds also support:

- First Aid Courses - offered during the year with priority given to ECE students and Y13 students. Our target is that all Year 13 students leave with a First Aid Certificate.

- Outdoor Education classes to attend an OED specific First Aid course, funding for Senior Cookery classes to have an EIT Assessment Tutor, and our Pathways to Work programmes to attend a Health and Safety course.
- Academic Uni-Start papers: Tertiary level papers offered each year vary and are dependent on student academic need referrals. This year we have 4 tauira completing an Anatomy paper through the Southern Institute of Technology. We have had a 100% pass rate over the last couple of years for students enrolled in the UNI STAR courses - through Canterbury University.
- Depending on individual student needs that arise, availability of providers, and funding, courses offered outside of our timetabled programmes will vary.
- Driver's Licence Courses: we offer Learner Licence courses throughout the year.
- Restricted Licence Practice Test - one free lesson funded by STAR to support student readiness for their restricted licence test.
- Subsidised Defensive Driving - students who complete a Defensive Driving Test can request a subsidy which we refund back into their school account.
Our target is that all students leave school with a minimum of a Learner's Licence.
- Year 12 RYDA Programme - STAR funds the 1 Day Road Safety programme for all Y12's.
- Barista - Our Careers PA runs barista courses during the year and supports tauira with continued skill development through lunchtime service in our school barista cafe.

EIT Trades Academy - Trades Academies are secondary-tertiary programmes that provide senior students access to a broad range of trades or technology learning opportunities to ensure they stay engaged in education. Students attend one day per week during the school year and credits gained from these courses support their NCEA qualifications.

2024 - Total of 35 Tauira attending:

Year 12 - 18 Course Enrolments: Hair and Beauty - 10, Integrated Creative Skills - 2, Hospitality - 3, Building and Construction - 1, Automotive - 1, Agriculture - 1.

Year 13 - 17 Course Enrolments: Hair and Beauty - 7, Building and Construction - 5, Agriculture - 1, Bakery - 1, Services Preparation - 3.

Gateway:

The Gateway programme funds and supports senior students from Y11 to Y13 to undertake learning and assessment in the workplace for a sustained period of time (minimum of 10 weeks). Whilst the student is at work placement, they will also be focused on completing industry based units that are assessed by their workplace supervisor. These credits will contribute towards NCEA qualifications and some NZ certificates. At GGHS we have funding for 35 students. This is achieved through student self-referrals, subject selection requests from the previous year, dean referrals, whanau hui, form teacher conferencing, career guidance hui, and careers faculty timetabled classes. Gateway placements can also be obtained from new programmes that arise throughout the year and programmes we seek to create, to meet the individual needs of tauira.

For example, this year we have set up a Computer Technology Gateway programme for 11 tauira (Y12 and Y13), with AREC-Amateur Radio Emergency Communications and Warihi Tawhiwhirangi - GGHS Computer Technician. This was created due to the EIT Computer Tech course being cancelled at the beginning of the year.

'Ko te pae tawhiti whāea, kia tata ko te pae tata, whakamaua kia tina'
Seek out distant horizons and cherish those you attain

Nō reira tēnā koutou tēnā tātou katoa
Na Christine Bevan-Hutana, HOF Careers Faculty

International Marketing Trip - Hong Kong & HCMC, Vietnam. May 2024

Purpose

To reconnect with education agents in Hong Kong and Macau, that Gisborne Boys' and Girls' High Schools had a working relationship, before COVID-19. The last visit to both markets was in 2018. To diversify our students by returning to Asia and attending the School Focus Workshop, in HCMC, Vietnam. To meet education agents from a range of countries. To target more long term academic orientated International students to complement short term students.

13.5.24

Flew to Auckland and stayed overnight, used Accor member complimentary night at International Airport Hotel to avoid consequences of delays in domestic service.

14.5.24

Early check in. Arrived late in Hong Kong Tuesday evening, stayed 3 nights in Sheung Wan, Hong Kong Island.

15.5.24

Public holiday in Hong Kong, but we had two agent appointments:
Dr Wing Cheng (three hours - meeting and lunch)

[CJR Education Consultancy](#)

Now semi-retired, his offices were in Macau and Hong Kong. However, he still sends students overseas by referral due to his reputation and long-standing service in education. He reflected on the changes in Hong Kong, Macau, and China during the last six years. He gave us a long socio-economic and political review. He has changed his stance from being pro-Hong Kong/Macau to being a staunch advocate of modern China and has written a book on Chinese "Democracy" and the future of China world stage.

The main points summarised:

- NZ is a desirable destination if we keep politically neutral. AUKUS manoeuvring is seen as antagonistic.
- Economic difficulties post-COVID have altered the market.
- Also, a complex combination of psychology, politics, etc in recent years. Families are reprioritising their dynamics and aspirations.
- Our long history with Dr Cheng holds us in good stead.

Rebecca Vilas, Director:

[Wisdom Educational Consultancy, Macau](#)

4 hours, meeting and dinner.

Ms. Vilas has had long experience in education consultancy, for Chinese students interested in high school and university. She has diversified into other fields since Covid-19, including property and working globally in the UK/Italy/Portugal. The agency is still active in Macau. We have 25-plus years of student enrolments from Wisdom.

Market Update Post Covid:

- Reprioritisation in families as parents now prefer to keep their children nearer to them.
- Increase in international schools in China.
- The economic downturn has bitten hard. Families also leaving Hong Kong because of political factors.
- New Zealand is still an attractive destination for economic value and total immersion in English.
- China wants to deal with and trade as a world power and seeks to break- away from the past into a positive future. NZ is a valued trading partner and our relationship is respected.

These two older, agents' observations on China are interesting. Quite a change in attitude in the last six years from a pro-Macau stance to one of backing China. Is it their experience that makes them advocate the positives or is it for appearances?

16.5.24

AAS Education Consultancy

Meeting with Yetta Kwan, Senior Education Manager

Met Sam Kwong 15+ years ago at an Education New Zealand Agent Workshop in Rotorua. He is now semi-retired, but his son and his wife, run this very successful agency in a prestigious location, in Hong Kong. There is longevity in this relationship. Warmly welcomed by Yetta Kwan who we met many times. A busy agency that has also diversified into other areas e.g. tourism, immigration, and visas.

Yetta reports:

- An upturn in the market and an increase in students wanting to go overseas for their education including to New Zealand.
- One of the factors behind this is the Chinese control of education, Mandarin is now the language of instruction in schools (suppression of Cantonese language and culture), altered history lessons, and an obvious political bias which means that discontented families are keen to look elsewhere, especially for children who don't fit the mold.
- NZ is seen as a positive destination because of our neutral position, our tuition and other fees, and alumni satisfaction.

The agent liked our combined brochure and the size of it, as well as the data stick given as the office is mainly paperless. It has been evident that the government 'incentives' to be plastic-free and to reduce waste have been adopted by the populace, who are encouraged to reduce waste and encourage recycling.

Agency Agreement - signed.

An aviation programme in Gisborne between the high schools and Eagle Flight School warrants further research as this has been well received in Hong Kong.

17.5.24

DaDi Overseas Studies Centre

Another long-term relationship agency of over 15 years. Both schools have attended education exhibitions run by this agency in the past.

Met with five agents from Kowloon, Wanchai, Macau and Guangzhou, China. Carmen Kwan, Jenny Chan, Florence Shek, Liz Wu and Jade Chan. Three of these agents have been met before. The office is in a very upmarket location, spacious and well presented. We received an excellent, positive reception and were asked to give a presentation on both schools to update these agents. Good questioning and discussion. The agents would have taken more of the combined brochures because of the multiple offices. The brochure appealed for its design innovation, pictorial focus and hearts and mind focus.

Very successful, for GGHS- we have already received a 3+ year application for Hiu Tung Poon from Dadi.

Hong Kong Overseas Studies Centre

Jimmy Wong, Director

Gave a presentation to Elphin Ng, Manager and two education consultants on Gisborne. Long-standing relationship with this agency. They are very busy. Positive feedback on our brochure and interest in the development of a high school-aviation programme.

18.5.24 (Saturday)

Flew from Hong Kong to HCMC. Stayed at Sofitel Saigon Plaza where the organizer of the event had arranged the event and accommodation for the participants.

19.5.24 (Sunday)

Prepared for the upcoming Schools Focus Asia Workshop and met informally with other NZ high schools, networking and gaining market research.

20.5.24

Met with Vietnamese agent based in HCMC and Hanoi, Jess Mai from We Study Education Consultancy Co. Ltd and Nguyen Thi Hoai Anh, Tan Anh (Annie) who has two students at Eagle Flight Training, Gisborne. Discussed the potential of a high school-aviation programme. We met these agents at the Schools Focus Workshop in November 2023, definitely building up a relationship with them who have requested we visit next year. We Study have sent agents agreement

21.5.24 - 22.5.24

[Schools Focus Asia](#) Workshop Ho Chi Minh 2024

This two-day event was held at the Sofitel Saigon Plaza in which 28 schools from the following countries participated: Australia, Bangalore, Canada, Germany, New Zealand (18 institutions: primary, intermediate and high schools) Philippines, the UK and the USA.

56 education agencies were at the workshop and our schools had 28 scheduled appointments with agents from these countries: Bangladesh, China, India, Korea, Japan, Nepal, Thailand, the UK, Uzbekistan, and Vietnam. We also had unscheduled meetings with agents over these two days.

This marketing event was an economical way to meet a large number of agents from a wide range of countries. Our presentations were well received, as were the brochures and data sticks. Several agents have requested Agent's Agreement contracts to start working with our schools.

Recommendations for further marketing events:

- To follow up with the agents met at this workshop, selecting the best fit for our schools, and having an Agency Agreement with them which formalizes this working relationship.
- To return to Vietnam in 2025 and visit agents in HCMC and Hanoi as well as Bangkok to meet with the Thai agents that we had appointments with.
- To get a video done by our Vietnamese students showcasing the schools and send this to agents who have asked for social media content.
- Try to ascertain if the local aviation schools are able to work with us and create possible pathways. (We need to create more of a cluster in this region.)

September International Marketing Trip

- To attend the Insider Tour Event fair scheduled in Frankfurt, Germany run by our agent Steffen Kimmerle, Southern Cross who sent us a Henry Klepser for two terms this year and students to GGHS. [Insider Tour Schedule September 2024](#)
- To return to Konstanz and meet with the families alumni students and any new enrol for Terms 1 & 2, 2025. (GBHS have 2). As well as visit Humboldt Gymnasium School.
- To visit IE agents in Cologne, Munich, and a new branch in Zurich. As well as meet with Pascal Longo, Let's Go Abroad, Kaltbrunn, Switzerland. He sent Joel Mauchle for two terms and a student for next year to GGHS.

M. McCarthy - GBHS

W. Kirkwood - GGHS

International Student Directors



In May, our school was reviewed by NZQA to check on our systems related to assessment and NCEA. The final report has been received and this is a very positive endorsement of our assessment practice. Bindy Hannah is our Principal's Nominee who oversees all NZQA processes in the school.

FINDINGS OF THIS REVIEW

Gisborne Girls' High School 15 May 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2019.

Actions and considerations

No action required

The school has no action items relating to the quality of their assessment systems.

External and internal review

External review:

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 28 March 2019 Managing National Assessment Report There were no actions from this report. The school has addressed the Consideration from the last review to extend good practice through documenting practice and ongoing discussion, ensuring that kaiako understand when they can apply resubmission opportunities.

External moderation response to outcomes and processes

Responses to external moderation guide review and improvement:

Kaiako respond effectively to external moderation outcomes through the development, implementation, and evaluation of action plans to address issues. The Principal's Nominee monitors all steps in the process which are documented by Heads of Faculty. Differences between assessor and moderator judgements of grades are discussed and reasons analysed. In many cases the grades concerned are identified as being at the high/low boundaries by the kaiako and two samples are deliberately submitted for feedback. Where this occurs, kaiako use the information from the moderator to better support their understanding of the standard and assessment practice.

Assessors who receive not yet consistent or not consistent outcomes discuss these with their Heads of Faculty and document actions to improve assessment practice accordingly. Heads of Faculty also provide support through a mentor arrangement or appropriate professional learning opportunities which may include working with experienced kaiako from other schools.

External moderation outcomes at Gisborne Girls' High School are used to inform assessment practice and ensure that kaiako are assessing at the standard. Senior leaders can be confident that through the school's effective approach to continuous improvement of moderation results, grades reported are credible.

Exam Centre Quality Assurance Check

The 2023 Quality Assurance check of the school's examination centre, sent to the school, identified that the centre was compliant with a minor issue, which is noted below:

- Include in the upcoming Health and Safety review the process to follow in the event of a lockdown and share this with the Exam Centre Manager in advance of the examination round.

Internal review

Evidence of the school using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Ākonga led strategic planning over-arches internal review:

Gisborne Girls' High School is committed to meeting the learning and assessment needs of their ākonga. The ākonga developed the current strategic plan in conjunction with the Senior Leadership Team and the Board of Trustees and continue to contribute to planning and review through the Ākonga-Led Council. The school actively collects ākonga voice about whether learning and assessment practice is meeting their needs. This guides internal review of assessment policy and practice. The school changed its junior curriculum and are reviewing their graduate profile after evaluation of requests by their ākonga.

Internal review and evaluation guides decision-making:

Gisborne Girls' High School uses a comprehensive cycle of self-review to evaluate the effectiveness of course design and delivery. A Faculty Review and Annual Consultation process is conducted by the Senior Leadership Team alongside their assigned Faculty Head midway through, and at the end of the year. Heads of Faculty lead the analysis of ākonga achievement data by standard and focus on specific data, for example achievement by ethnicity. Ākonga voice is actively collected for these reviews. Evaluation of the data drives discussion in faculties where kaiako identify areas for improvement and put actions in place to make required changes. Examples reported include redesigning courses and offering ākonga the opportunity to select optional standards. The self-review cycle is embedded across the school. Ākonga have access to the best possible learning and assessment opportunities that meet their needs and help them achieve their aspirations.

Credible assessment practice to meet ākonga needs:

Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Credible assessment practice based on consistent and fair practice for ākonga:

Kaiako assessment practice reflects school policy and NZQA's requirements. Evidence of the school's effective practice includes the quality assurance of derived grades and strategies used to assure the authenticity of ākonga work. Subject specialists verify practice examination grades and document the process to ensure that results awarded for derived grades are valid and credible. Kaiako use a variety of methods to check the authenticity of ākonga work which include knowing their ākonga, Artificial Intelligence checkers, version histories and check discussions with other teachers. Kaiako have a clear understanding of assessment rules and what good practice looks like.

Ākonga aspirations supported through assessment flexibility:

Kaiako and senior leaders consistently seek to improve practice and opportunities to meet the needs of students.

Gisborne Girls' High School provides ākonga access to a range of programmes and courses which gives them greater opportunities to achieve success and their aspirations. There are a number of pathways available for ākonga to achieve the qualification. The school shares a senior timetable with their brother school which gives senior ākonga access to courses which the school does not offer. Ngā Manu Tangiata, a bilingual learning option from Years 10 to 13, gives Te Reo Māori speakers access to assessment in Te Reo. Ākonga can also enrol in Te Aho o Te Kura Pounamu courses and the Trades Academy. Ākonga report that they receive excellent support from the school's careers education service, especially when planning their transition from school into their chosen education, vocational or employment pathway.

Faculties give ākonga as many options in their courses as they can. This can include choice of standards being assessed, how they present their work and whether to complete assessments on paper or digitally.

Internal moderation to ensure the reporting of credible results:

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation processes:

Kaiako consistently follow clear moderation procedures to ensure reported results are credible. The school uses the moderation process built into the ākonga management system. The Principal's Nominee uses the system's facility where kaiako cannot publish results until all steps in the internal moderation process have been completed. All assessment activities are critiqued by subject specialists in the school and where necessary by kaiako from other schools. Actions developed from external moderation feedback are implemented at this stage and also at the marking stage.

Kaiako use a mix of internal and external verifiers to ensure expert feedback is provided. One to two kaiako learning areas use subject specialists from other schools to verify their moderation. Kaiako have a clear understanding about the purpose of verification. When agreement cannot be reached after discussion between the teacher and the verifier, a third party or external subject expert is consulted.

Kaiako are clear about NZQA's expectation for samples for external moderation submissions. Moderated ākonga work is stored both electronically and physically and is available at all times if required for moderation. Strong leadership by the Principal's Nominee means senior leaders can be confident that internal moderation processes ensure authentic, valid, credible grades are awarded to students. Ākonga can also be confident that they are accurately awarded their qualification.

SCHOOL LEAVERS 2023

JUNE 2024 ITEM 3.5

This paper reports on the leaving qualifications for the students who left our school last year from any level.

The Ministry's School Leaver measure is based on a student's highest level of attainment (NCEA or equivalent qualifications) upon exiting the New Zealand schooling system – a leaver-based measure. This differs from NZQA's Secondary Statistics measure which is an enrolment-based measure of NCEA attainment. When a student leaves our school, and leaves the NZ schooling system permanently, they are counted as a GGHS school leaver and included in our statistics.

Leavers in 2023:

Year Level:	Leavers:	Left Early (Terms 1 - 3)
13	98	16
12	31	16
11	18	7
10	1	1
Total	148	40

In 2023, a total of 148 students left our school. It is usually the best outcome when a student leaves at the end of the school year as they have had the best opportunity to gain a qualification. Sometimes at Years 12 and 13, students may leave during the year as they have completed one qualification and decide not to complete the next level. They can all have their own reasons and plans. Some leave after continuous absence while others leave with a pathway supported by the school.

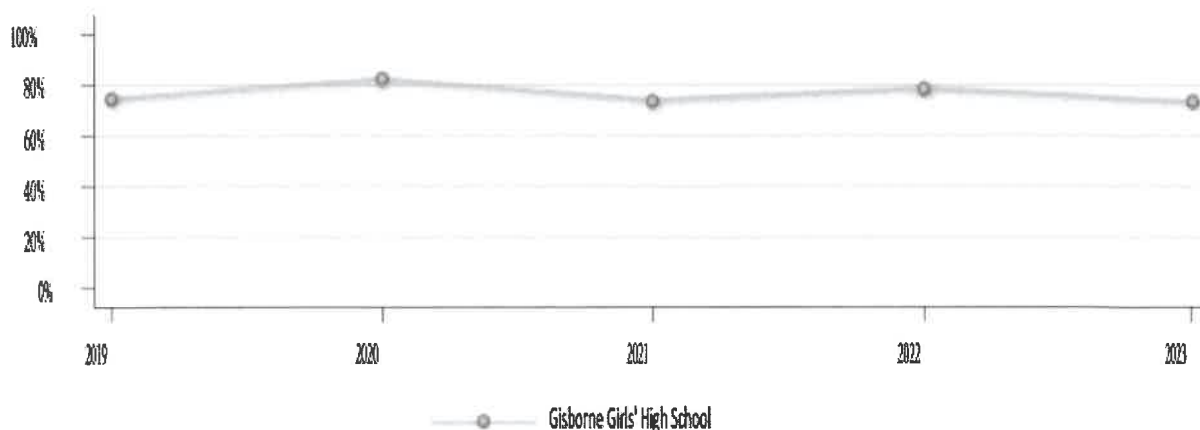
In 2023, six students left from Year 10 and two from Year 11 before they could gain any qualification. These students were not included in our official leavers data as they were 16 years of age with an early exemption. Leavers that were included in our data were 13 Year 11 and 10 Year 12 students who left before they could achieve at least NCEA Level One. One Year 10 student also left early without an exemption. We continue to focus on ways that we can support students to stay at school and achieve better outcomes.

NCEA Level Two:

The qualification that is generally considered as the minimum leaving qualification is NCEA Level 2. Our result showed a reduction in the percentage leaving with at least Level Two from 78.7% to 73.6%. The highest qualification is University Entrance and 35.1% of all leavers achieved this (reduced from 38.7% in 2022).

The graph below shows the NCEA Level 2 results for the past five years. There has been minor fluctuation over this time.

Final: School Leavers (2019 - 2023) with NCEA level 2 or above, at Gisborne Girls' High School



In the table below, we can see the difference in the attainment level for students of different ethnicities. The majority of our early leavers were Māori students. We continue to work on how to support all students, in particular our Māori students, to engage with our programmes and find success at school. This includes our work on making our curriculum culturally relevant and inclusive for all of our students.

Ethnicity	Below Level 1	Level 1	Level 2	Level 3	UE	Total Leavers	% at least L2
Māori	20	14	20	12	29	95	64.2
Pasifika	0	1	5	4	2	12	91.7
NZE	6	6	18	6	35	71	83.1
Total	22	17	35	22	52	148	73.6

Note:

1. Students may be recorded as more than one ethnicity. That is why there are a total of 148 leavers but 178 recorded leavers. This is particularly true for Maori students who are often also listed in the NZE statistics.
2. Students are counted only once under their highest level of attainment. For example if you want to calculate the number of students with Level 2 or above you would include students at Level 2, Level 3 and University Entrance.

This report summarises the extensive operation of Student Services provided to our students this year. Our Student Services team provides amazing support to our students.

New Enrolments - orientations

In this case, a new enrolment is defined as a student who enrolls after the start of the school year. This process involves discovering more about the student, particularly if there are any barriers to attending or learning at school. Students are then shown around the school, introduced to their teachers, and buddied up with a student in their form class. Sometimes students require a slower transition into the school. The student is then supported multiple times in the first few days to ensure they have settled in. After 4-6 weeks a counsellor will check in with them.

Student Services completed **98 new enrolment orientations** this year.

Special Assessment Conditions (SAC)

This year we have been especially busy with SAC due to many junior trials and the new level 1 internal/external assessments. SAC is provided for internal assessments, benchmarks, and NZQA exams. For junior students, trials are run with readers/writers/computer use in class assessments. This data can be used to apply for SAC when students reach NCEA level.

Overview of the SAC numbers:

Junior Students

Year	Number	Ethnicity
Year 9	19	NZ Euro = 4 Maori = 14
Year 10	20	NZ Euro = 8 Maori = 11 Samoan = 1

Senior Students

Year	Number	Ethnicity	Reason
Year 11	15	NZ Euro = 7 Maori = 7 Tongan = 1	Anxiety = 3 Learning = 10 Medical = 2
Year 12	10	NZ Euro = 3 Maori = 6 Australian = 1	Anxiety = 2 Learning = 6 Medical = 3
Year 13	9	NZ Euro = 4 Maori = 1 Sth African = 2 Canadian = 1 Jamaican = 1	Anxiety = 3 Learning = 3 Medical = 3

Roll-over from 2023: 23 Students

New applications in 2024: 14 students

Student Voice - Supports in the School

The Student Services faculty has completed a survey with 75 students across all year levels in the school. This survey asks students about the current support in the school and any suggestions they have for improving support.

In general, students seem happy with the support provided within the school and juniors have indicated that they prefer support from Tūmatakahuki in Maths, English, Social Science and Science. Some of the senior responses did mention that they would appreciate more availability in either their class or for 1:1 support - a tutorial.

"We need more one-to-one sessions. Sometimes the class moves too fast."

"We don't really see +++++ or +++++ past Year 11, so maybe some more support crew with the older students, especially since I know a lot are still struggling and stressed in Year 13."

Attendance Services Referrals (ASA)

Referrals can only be made if students are under 16 Years of age. Students must be absent from school for at least three consecutive days with an unknown or unjustified reason and the school must have tried strategies to improve attendance before the referral.

Overall, this process hasn't been that successful as follow-up can be delayed and we've had to take students off our roll due to them being absent for twenty days. The school does make several attempts to connect with whānau and develop plans to improve attendance. When we have exhausted these options and there is no change, a referral is made. Intermittent attendance is still the main concern around attendance rather than school refusal.

Term 1

Referrals: 10

Students still on our register: 1

Term 2

Referrals: 6

Students still on our register: 1

Term 3

Referrals: 7

Students still on our register: 3

Term 4

Referrals: 4

Students still on our register: 2

Home visits

These recorded visits are only those made by Student Services staff. Visits are completed once a week and most are attendance-related.

Term 1 - 28

Term 2 - 42

Term 3- 19

Term 4 - 10

Counselling Team

The total amount of sessions for the year so far is **918**. These sessions are mostly counselling with students but some do include other actions such as making referrals to outside agencies, attending agency hui and whānau hui. The breakdown for each term:

Term 1: 241

Term 2: 247

Term 3: 279

Term 4: 151

In the counselling space we continue to find referring on to secondary mental health services difficult such as Infant, Child and Adolescent Mental Health (i-camhs) and Ue Paia (Crisis Team). Both these services sit under Ministry of Health and our support team does what it can to get students referred on for the support that they require.

This year we have had inconsistent hours for a public nurse and sexual health nurse - we have been told that this is due to staff shortage. Some of our Year 9 students this year have not had their HEAADS assessments completed by a nurse.

Travellers Programme

A well-being survey for all Year 9 students is completed early in the year. In Term 1-2 ten 'high-risk' students completed a ten-week programme around developing mental/emotional/social well-being strategies. This programme was led by counselor, Anna Richards, and lead Tūmatakahuki, Betty Cherrington.

This report provides the preliminary results for our students for NCEA in 2024 as at 14 January. The official results will be published later in Term One. There are some students still completing standards and expect the final results to be slightly higher.

Each faculty will investigate their results to learn from them and make decisions for this year. With the large changes to NCEA Level One last year we can be very pleased with these results in particular.

In the table below are the 2024 results with the final 2023 results in brackets. Included are the National results and those for our Equity Index band (Socio-economic).

NZQA Published Provisional Results:

Level:	Merit %	Exc %	Passed GGHS %	National %	School Equity Index %
1	29.5 (40.9)	13.9 (19.4)	74.4 (69.9)	44.9 (61.7)	57.0 (65.8)
2	20.5 (32.7)	29.5 (11.5)	79.3 (75.4)	72.7 (73.2)	73.6 (74.3)
3	40.6 (24.6)	11.6 (20.3)	62.2 (71.9)	68.2 (67.7)	68.4 (65.3)
UE			49.5 (54.2)	48.2 (49.7)	39.6 (40.5)

The provisional national stats come with an explanation that there are now only about 64% of Year 11 students participating in a full Level 1 assessment programme with participation more weighted to schools with moderate to high socio-economic barriers (i.e. like us). Of these participating students, 70% attained the qualification. We cannot directly compare our result (74.4%) to this number however because our result is for all students even if they did not participate in a full programme (entered for 80+ credits). Our results include all students even those who left during the year.

Whatever way we look at these numbers, our students have done very well in the new Level One - all the angst and hard work on the part of our students and staff was worth it! Well done to all staff who battled with the confusion last year.

Adjusted NCEA results 2024:

In the table below, I have calculated the results after removing the students who did not complete the year (i.e. they left us by mid-year). NZQA will probably include all students who attended for at least a term so some of the students I have excluded will be included in our final results.

Stats	Level 1:	Level 2:	Level 3:	UE:
Students who completed the year	81.1	80.9	71.2	59.0
NZQA stats for GGHS	74.4	79.3	62.3	49.5

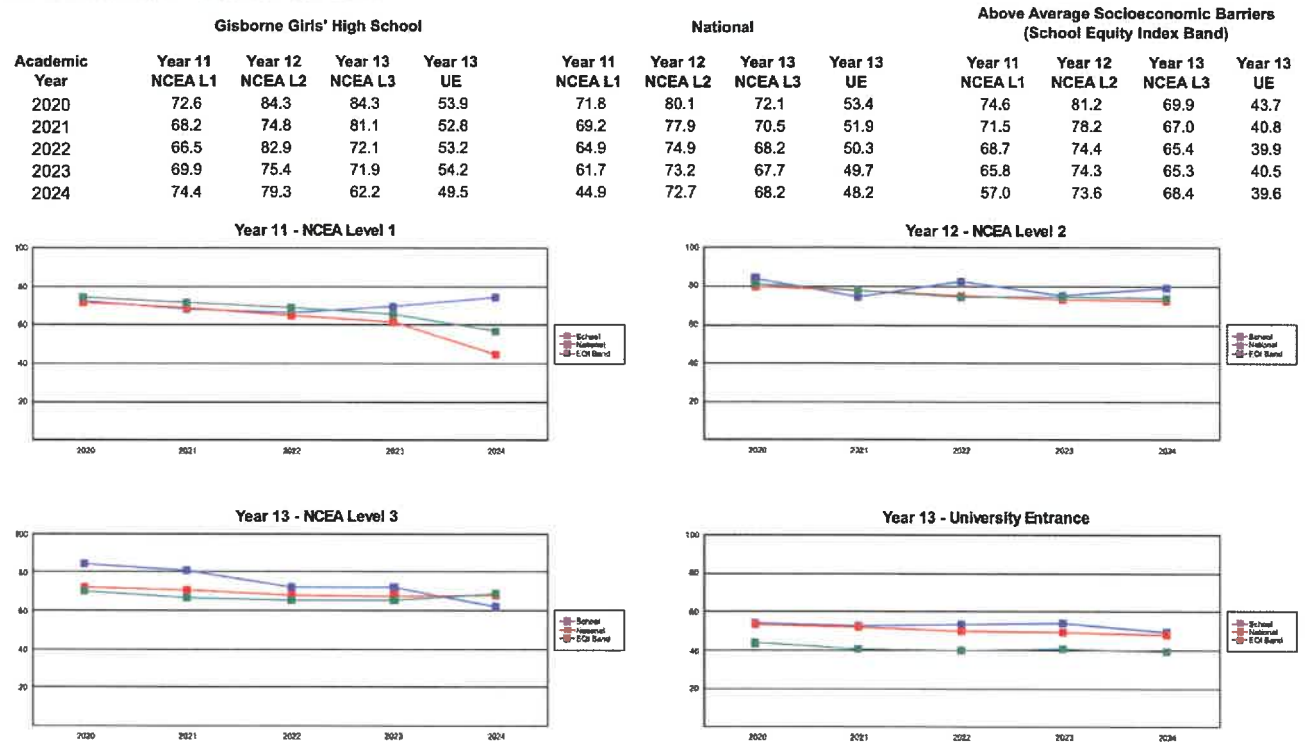
So we can see quite a significant difference due to students leaving school during the year especially at Levels 1 and 3.

There will be more statistics once the final results are published in March. Faculties will look deeper into the specific standard results when planning their programmes for this year.

These graphs are taken from the NZQA Principal's Report.

Achievement in NCEA and UE: Gisborne Girls' High School
PR2 - Enrolment Based Cumulative Overall Results

Generated 14-Jan-2025

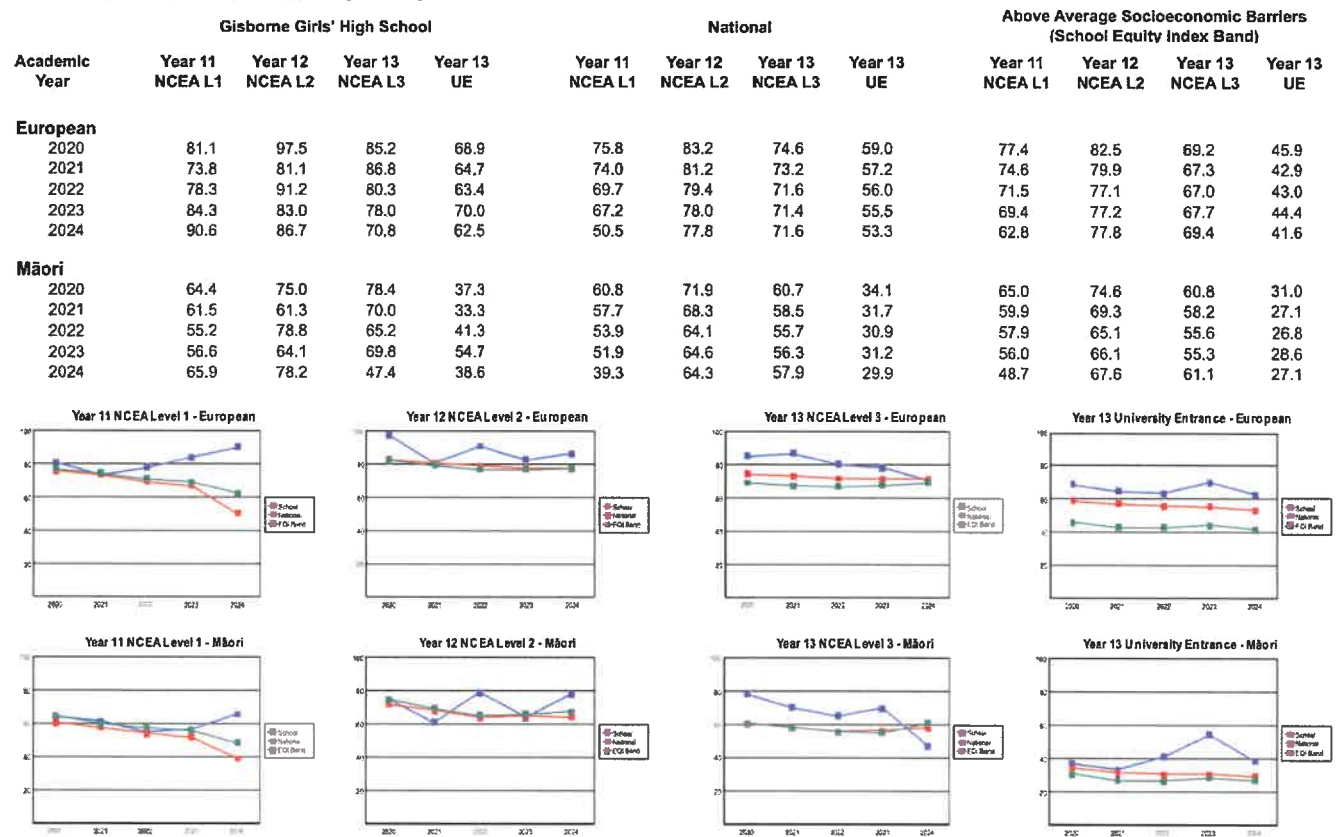


Ethnicity Comparisons:

Our students continue to do well when compared to their ethnicity groups at a National level. We still have a significant difference between the results achieved for our Māori students and our NZE students.

Achievement in NCEA and UE: Gisborne Girls' High School
PR2 - Enrolment Based Cumulative Results by Ethnicity

Generated 14-Jan-2025



Qualification Endorsement:

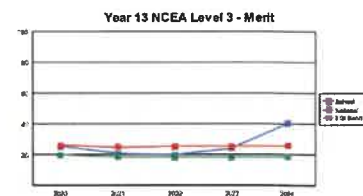
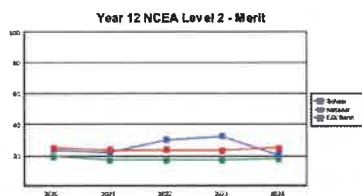
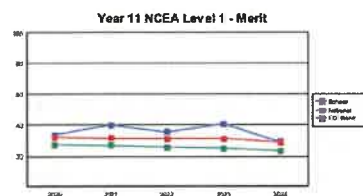
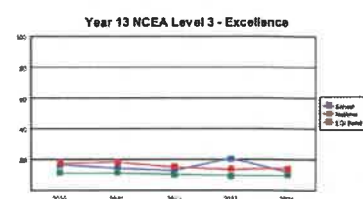
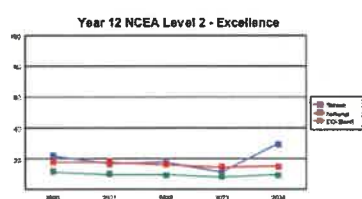
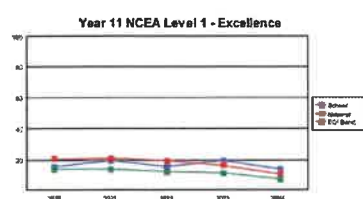
Our students continue to gain their qualifications with Merit and Excellence endorsements indicating that our teachers understand the level required to reach this with many of our students work hard to achieve this.

NCEA Certificate Endorsement: Gisborne Girls' High School

Generated 14-Jan-2025

PR4 - Cumulative Results by Percentage

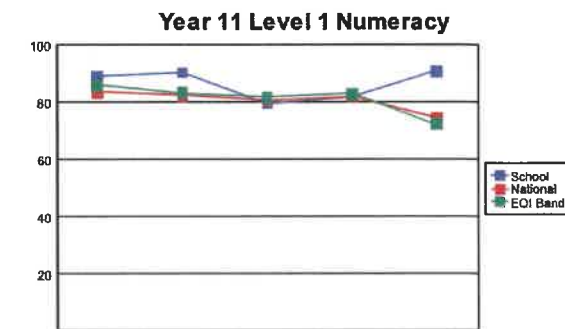
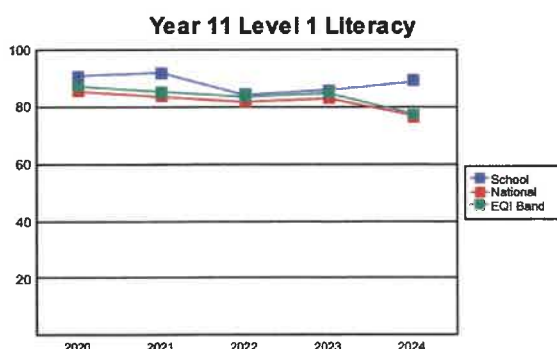
Academic Year	Gisborne Girls' High School			National			Above Average Socioeconomic Barriers (School Equity Index Band)		
	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Achieved with Excellence									
2020	15.4	22.1	16.3	20.7	17.9	17.5	14.0	11.6	11.3
2021	19.6	16.8	14.0	21.1	17.9	17.9	13.7	10.3	11.3
2022	15.6	17.6	12.5	19.4	16.5	15.3	12.3	9.8	10.0
2023	19.4	11.5	20.3	16.7	15.0	13.6	11.3	8.7	9.3
2024	13.9	29.5	11.6	11.1	15.1	14.2	7.6	9.8	9.7
Achieved with Merit									
2020	33.8	23.9	25.6	32.3	24.9	26.3	27.2	19.5	20.1
2021	40.2	21.8	20.9	31.9	23.8	25.3	27.2	17.2	19.0
2022	35.8	30.4	20.0	31.4	24.0	25.5	25.7	17.1	18.7
2023	40.9	32.7	24.6	31.4	23.5	25.6	24.9	17.2	18.3
2024	29.5	20.5	40.6	28.8	25.0	26.1	23.5	17.7	18.9



Literacy/Numeracy at Level One:

Our results show that the increased focus on these aspects has been effective. Our Literacy and Numeracy results both increased in 2024. With the change in Level One this is a more significant part of the student's qualification. They must have Literacy and Numeracy to complete as NCEA at any level. There are reduced ways of gaining Literacy and Numeracy - either by passing the CAA tests or from a limited number of specific Achievement Standards.

All students who completed the year gained their Numeracy - either by passing the CAA or by gaining appropriate Achievement Standard credits. Only four students have not achieved their Literacy and will continue on this in their Year 12 courses. For some students, using their credits from other subjects to pass their Literacy or Numeracy did mean that they did not reach the required 60 credits for their Level One qualification however they will be able to complete this over this year.



CAA Literacy and Numeracy 2024:

In 2024, students had two opportunities to achieve their literacy and numeracy component of their NCEA. In the first opportunity in Term Two, any Year 11 student who had not been successful in Year 10 in 2023 sat these online tests. In Term Three all Year 10 students sat the assessments.

The results for the Year 10 students did not come back until late in Term 4 and we were very surprised with the Literacy - Writing results which were much lower than expected and when compared to previous years.

This table shows the results achieved for Year 10 students over the previous three years. The Writing result is clearly out of place.

Cohort	2022 %	2023 %	2024 %
Cohort size	113	134	159
Reading	66	67	66
Writing	70	79	33
Numeracy	37	53	42

We followed up with NZQA on this and eventually, there were 20 more students awarded as achieved. We are also encouraging other students to request their papers back so we can do further checks. We will continue to seek information as to what has happened to reassure us that all our students are being marked fairly.



Te Kura Tuarua o Tūranga Wāhine
GISBORNE GIRLS' HIGH SCHOOL

STRATEGIC PLAN 2022 - 2025

Our Vision:
Whāngaihia te āpōpō
Empowering rangatahi for life



STRATEGIC PLAN 2022 - 2025

OUR VISION:

Whāngaihia te āpōpō

Empowering rangatahi for life

GOAL:	RATIONALE:	3-YEAR OUTCOMES:	2025 Specific Target:
Strategic Goal 1: Our school teaches and embodies our values in order to foster a safe and supportive environment.	Te piko o te māhuri, tērā te tipu o te rakau. The way in which the young sapling is nurtured, determines how the tree will grow.	Our school values are embedded across all school processes, communication, expectations and cultural development so they are living and visible in all aspects of school life.	Our well-being survey shows an increase in the reporting of a safe, supportive school environment.
Strategic Goal 2: Student voice is an essential part of our school community.	E koekoe te tūī, e ketekeke te kākā, e kūkū te kereru. All voice is valid and valued.	Student voice is heard, respected and actioned so students contribute to the school community in a meaningful and authentic way.	The use of ākonga voice is embedded in our kura.
Strategic Goal 3: Our school supports all students to realise their potential	Iti kōpara, tihi kaiooreore. Even the small bellbird attains the greatest height.	All our students are supported to achieve through equitable school systems and structures that are responsive to individual needs.	Improved student attendance so that 80% of students attend at least 80% of the time.
Strategic Goal 4: Our school provides a diverse and relevant curriculum.	Tangata ako ana i te kaenga, tū ana kit e marae, tau ana. A person taught well at home, is better prepared for the world stage.	Our school curriculum inspires learners and is relevant, responsive and inclusive catering for the needs of all.	Students report they are being offered relevant learning opportunities.

How do we give effect to Te Tiriti o Waitangi:

Our Strategic Plan gives effect to Te Tiriti in the Strategic Initiatives for each target:

Goal 1: 2024 Specific Target:

Our school values are integrated and evident both inside the classroom and across the school.

Review our Hinetu Profile (Graduate Profile) in line with our values.

Ensure our school provides a safe and supportive learning environment.

Goal 2: 2024 Specific Target:

All staff are using ākonga voice for school improvement.

Ākonga voice is used by all staff to improve practice.

Gather ākonga voice in the curriculum.

Diversify the Student Governance Council membership to represent the ākonga cohort.

Goal 3: 2024 Specific Target:

Our school supports all ākonga to realise their potential.

Ensure all staff understand the requirement for responsive practice to meet the needs of all learners.

Provide for at-risk Year 11 ākonga with a supported learning class.

Goal 4: 2024 Specific Target:

Our school develops an understanding of Te Mātaiaho (refreshed NZC) to support learning.

Faculties continue to learn, develop, and implement Mana Orite mo to Mātauranga Māori into their junior curriculum as we move to the revised Te Mātaiaho.

Curriculum decisions are made using ākonga voice.

Introduce teaching staff to the revised curriculum Te Mātaiaho.

The details of these initiatives can be found in the Statement of Variance.

Compliance with Education and Training Act 2020 requirements to be a good employer for the year ending 31 December 2024.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	Health and Safety policies fully complied with. Health and Safety Committee operating with staff members from across the school. Regular hui and reporting to the BOT at each hui.
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	Gisborne Girls' High School has policies for providing Equal Employment Opportunities and these are followed.
How do you practise impartial selection of suitably qualified persons for appointment?	Review of applications and interview results by all in the selection panel.
How are you recognising, <ul style="list-style-type: none"> – The aims and aspirations of Maori, – The employment requirements of Maori, and – Greater involvement of Maori in the Education service? 	Fully cognisant of these requirements when appointing staff dependent on applications.
How have you enhanced the abilities of individual employees?	Full PLD programme operating at all levels for both teaching and non-teaching staff.
How are you recognising the employment requirements of women?	Fully cognisant of these requirements when appointing staff dependent on applications.
How are you recognising the employment requirements of persons with disabilities?	Fully cognisant of these requirements when appointing staff dependent on applications.