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**Christchurch Girls'  
High School**

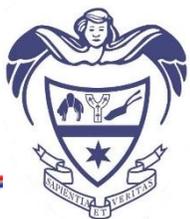
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***Te Kura o  
Hine Waiora***

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***Charter 2019***



## Mission

To provide young women with a stimulating and supportive environment in which they are encouraged to develop their full potential and where they are prepared to take their place in the community as resourceful, well-balanced, positively-contributing citizens.

## Values

*Compassion Aroha* A CGHS girl will show empathy and concern for others. She will have an understanding of the world and people beyond her own circumstances, giving service and acting with decency.

*Gratitude Whāi Whakaaro* A Te Kura o Hine Waiora student is thankful for the support of her family and whanau. She is appreciative of the opportunities she has been able to explore at school.

*Honesty Pono* A CGHS girl will act with integrity. She will be known for her honesty, courtesy, reliability and trustworthiness.

*Strength Kaha* A Te Kura o Hine Waiora girl will stand tall and proud. She will have the courage and strength of character to do what is right, facing challenge and change with confidence.



## Vision

Embrace Tradition. Embrace Innovation. Embrace Excellence



## INTRODUCTION

### Who We Are

Founded in 1877, Christchurch Girls' High School | *Te Kura o Hine Waiora* benefits greatly from 142 years of proud educational achievement. With a current roll of 1214 students, 110 of whom board, Girls' High is the largest girls' secondary school in Christchurch and second oldest single sex girls' school in the country. Although the physical fabric of school buildings was significantly damaged by the earthquakes in 2010 and 2011, the school's spirit holds strong as does the school's motto of *sapientia et veritas* (wisdom and truth). We are in a period of rebuilding, and wish to enhance our reputation as a leading educational institution and school of choice for girls in Christchurch.

### What we want for our students

Christchurch Girls' High School | *Te Kura o Hine Waiora* is guided by a vision which is designed to stretch and energise the school community: Embrace Tradition. Embrace Innovation. Embrace Excellence. This acknowledges a learning environment that values our rich heritage, realises the importance of progress and pursues excellence in all its endeavours. The word embrace conveys positive, active acceptance of these three qualities by our school community.

We wish to challenge our students to be discerning critical and creative thinkers, who are comfortable with the concepts of hard work and service. By providing a wide range of opportunities, both inside and outside the classroom, we want our students to mature as individuals. We want each girl to be encouraged and guided to be all she is capable of becoming. We want a Girls' High graduate to remain open to possibility and seize opportunity so that her future is not predetermined by others. Instead, we want her to have the skills, qualifications and experiences that allow her the freedom to create her own destiny. We want her to have choice as she progresses through life.

By following this vision we believe our girls can become confident, resilient, well-balanced learners who are positive contributors to society.

### Our Community

Christchurch Girls' High School | *Te Kura o Hine Waiora* is enriched by the strong sense of connectedness between school and community. Students, staff, parents/caregivers and Old Girls all interact purposefully with the school. Links are deliberately forged with organisations, agencies and businesses beyond the school grounds. The student body is drawn predominately from Christchurch but because of the boarding element also from across the South Island and the Chatham Islands. A Decile 9 school, an enrolment scheme and zone has been in place since 2000. Approximately 50% students come from out of zone and the school has a 73% market share of in zone enrolments. An international fee paying student body of up to 5% of the school roll is also accepted.

9% of the students identify as Maori, 2.4% as Pasifika and 12% as Asian. The majority identify as European New Zealanders. In addition to international fee paying students, the school hosts students from around the world on exchange.

The school's rejuvenation process has begun. A new Performing Arts building to house Art, Drama and Music as well as administration came on line at the end of 2017 and refurbishment and extension of the gymnasium have also been completed. The top level of the main block, occupied by the English Faculty, has also been remediated. The school hostel, Acland House, is at capacity and fully operational.

Our school community expects students to work hard, strive for success and achieve national qualifications. They believe firmly in single sex education and value high expectations in terms of performance and discipline. The community wants a holistic approach to education that offers sporting, cultural and service opportunities as well as academic. They want a stimulating and supportive environment in which students are encouraged to develop to their full potential.



## *Our Guiding Principles -*

**Fulfilment of academic potential** — we value each student giving of her very best in partnership with home and school, to ensure she reaches her level of personal academic excellence.

**High academic achievement** — we value our students achieving at the upper levels of the NZ education system.

**A single-sex pedagogy** — we value students being able to learn in an all-girl environment with teaching pedagogy tailored specifically for young women.

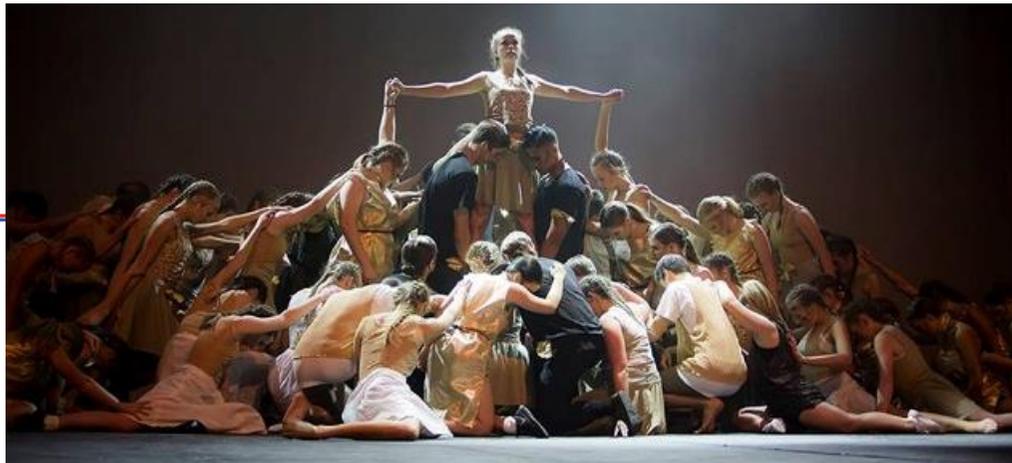
**Development of the whole person** — we value the fact that our students are developing not only their academic skills but also skills which will equip them for their world beyond school.

**Effective staff and student leadership** — we value a school where leadership opportunities are offered and accepted at all levels and in all areas of the life of the school.

**Respect for self, others, the environment and the heritage of the school** — we value self-worth and the worth of others. We also believe in the importance of living sensitively in our school and boarding environment and in taking pride in the legacy handed down to us over the years.

**Cultural diversity and valuing the histories and traditions of all peoples.** In particular, we value the principles of the Treaty of Waitangi and New Zealand's bicultural foundation. We further acknowledge that our school is also a reflection of a wider multi-cultural community.

**Community based on trust, inclusiveness and citizenship** — we value those things which enable a community to function effectively.



## CHARTER PRIORITIES

### NATIONAL EDUCATION PRIORITIES

- Achievement for all — by offering diverse opportunities which cater for the needs of all students.
- A safe learning environment — by providing conditions for students which are safe and healthy.
- Improved literacy and numeracy — by providing programmes which specifically address literacy and numeracy needs.
- Dependable student achievement information used to inform reviews of teaching and learning programmes — by annual reviews of student achievement data and ongoing teacher reflective practice.
- Improved outcomes for students with special education needs — by identifying and supporting specific students.
- Improved Maori, Pasifika and Special Needs student outcomes — by working in partnership with students and their families to raise student achievement at all levels.
- Career guidance — by providing appropriate programmes at each level.
- Focus on student achievement information in reporting — by providing relevant and reliable feedback.



## RECOGNISING NEW ZEALAND'S CULTURAL DIVERSITY

Christchurch Girls' High School | *Te Kura o Hine Waiora* keeps developing procedures and practices that reflect the unique position of Maori culture and New Zealand's multicultural diversity. Christchurch Girls' High School | *Te Kura o Hine Waiora* recognises that many of our students will live and work in Aotearoa — New Zealand and other diverse cultural settings and we need to prepare them for this. Christchurch Girls' High School | *Te Kura o Hine Waiora* takes the following actions to identify the views and concerns of the school's Maori community:

- embrace the cultural competencies of Tātaiako, the goals of Ka Hikitia and the governance of Hautau to build capacity and accelerate success for Maori students.
- actively support and liaise with the school's whanau group.
- incorporates Te Reo into all aspects of school life, including curriculum delivery, and ensure there are adequate resources and training for Te Reo aspects, including staff training through the professional development programme
- work in an inclusive way to meet obligations under the Treaty of Waitangi and the Memorandum of Understanding with Ngai Tahu.

Christchurch Girls' High School | *Te Kura o Hine Waiora* will take the following actions to identify the views and concerns of other cultural and identified groups within the school community, especially Pasifika, Special Needs, Asian and International students:

- ensure there is adequate and appropriate liaison with parents/caregivers through contact with home/homestay, meetings of parents and guardians and parent-teacher interviews.
- ensure there is communication with parents, caregivers and homestay families through group meetings and attendance at co- and extra-curricular activities which parents attend.
- ensure students from other cultures and with special needs feel supported and safe in our school environment and where appropriate, in their home stay environments.
- ensure staff at the school have a good understanding of the cultural and needs differences encountered by students who come to study at Christchurch Girls' High School | *Te Kura o Hine Waiora*, and that they have assistance where necessary in working with these students.
- ensure curriculum programmes are tailored to meet the needs of students, especially Maori, Pasifika and Special Needs students.
- celebrate diversity through special occasions and events eg International Week, cultural competitions, visitors to the school, exchanges, sporting events etc.
- ensure there is a student voice for all students through publications, events and performance



## 2. STRATEGIC SECTION

### The Strategic Directions

Strategic planning for Christchurch Girls' High focuses on three main directions.

1. High student achievement

2. Quality learning environment

3. Effective school organisation and structure

Strategic Direction	Strategic Priorities	Goals	Key Strategies
<p><b>High student achievement</b>  <i>Embrace Excellence</i>  <i>NAG 1</i></p>	<p>High levels of achievement for students in NCEA.  <i>Embrace Excellence</i>  <i>NAG 1</i></p> <p>High levels of achievement for junior students.  <i>Embrace Excellence</i>  <i>NAG 1</i></p>	<p>Ensure high levels of achievement in NCEA as evidenced by:</p> <ul style="list-style-type: none"> <li>• All students gain the relevant year group qualification</li> <li>• High levels of NCEA endorsements for all students</li> <li>• Develop students with scholarship potential by identifying these students and implementing programmes which address their needs</li> </ul> <p>Ensure the needs of priority learners are addressed</p> <p>Ensure high levels of achievement in Years 9 &amp; 10 as evidenced by:</p> <ul style="list-style-type: none"> <li>• Effective tracking of student achievement</li> <li>• Analysis of entry data to ensure learning area programmes meet identified needs especially with regard to literacy and numeracy</li> <li>• The "value-added" component (as shown in MidYis data) is significant and sustained</li> </ul>	<p>Review and refine strategies and curriculum programmes which support students and improve achievement.</p> <p>Ongoing and focussed analysis of NCEA and Scholarship results.</p> <p>Ongoing and focussed analysis of junior achievement data.</p> <p>Ongoing and focussed analysis MidYis and Entrance data</p> <p>STEADA learning conversations</p> <p>Management of attendance</p> <p>Articulate high expectations</p>

Strategic Direction	Strategic Priorities	Goals	Key Strategies
<p><b>Quality Learning Environment</b>  <i>Embrace Tradition</i>  <i>Embrace Innovation.</i>  <i>Embrace Excellence.</i>            NAG 1, 2, 3, 4 &amp; 5</p>	<p>Each student has been provided with a holistic balanced education  <i>Embrace Tradition</i>            NAG 1, 2, 3 &amp; 5</p> <p>Each student has the skills and qualifications to determine her own future pathway  <i>Embrace Excellence</i>  <i>Embrace Innovation</i>            NAG 1 &amp; 2</p> <p>Each student has the opportunity to participate and succeed in co-curricular activities.  <i>Embrace Tradition</i>  <i>Embrace Excellence</i>            NAG 1</p> <p>Each student attends a school where school buildings meet teaching and learning needs  <i>Embrace Innovation</i>            NAG 4</p> <p>Each student attends a school where quality staff are valued  <i>Embrace Excellence.</i>            NAG 3</p> <p>An inclusive environment is created for all students.  <i>Embrace Excellence.</i>            NAG 3, 5</p>	<p>The curriculum encourages deep learning and positive engagement.</p> <p>The curriculum has relevant opportunities for personalised learning.</p> <p>Digital technologies are used effectively to enhance teaching, learning and administration.</p> <p>Opportunities for participation in a variety of co-curricular activities are available for all students. Students' local, regional and national aspirations are encouraged.</p> <p>Positive relationships with other schools and the wider community continue to be built.</p> <p>Complete rebuild and new build.          Continue to develop the school site.</p> <p>Relevant, meaningful PD opportunities are provided for all staff.          Best qualified and most suitable staff are employed.          Staff concerns are acknowledged and addressed.</p>	<p>Formulate key Learning Groups around technology, professional development, teaching &amp; learning, pastoral care, careers.</p> <p>Implement as well as continually review technology strategic plan</p> <p>Review and refine strategies for co-curricular participation and success. Set targets for high levels of participation and involvement with sport and the performing arts. Investigate funding options. Investigate supervision, coaching and mentoring options. Promote success</p> <p>Conduct regular curriculum, pastoral care and school reviews to inform practice.</p> <p>Refer to research to help inform practice.</p> <p>Publish success in local, regional and national competitions.</p>

Strategic Direction	Strategic Priorities	Goals	Key Strategies
<p><b>Effective school organisation and structure</b>  <i>Embrace Innovation</i>  <i>NAG 1, 2, 3 and 5</i></p>	<p>Effective systems are used to identify, monitor and support all students, in their learning and with their well-being</p> <p>Effective governance mechanisms are in place</p> <p>Effective financial systems are in place</p> <p>Quality boarding is experienced</p>	<p>Auditing of systems and procedures both at school and governance level is regular and ongoing.</p> <p>The school resources meet identified needs. A positive budget report is maintained.</p> <p>Reporting to the community and individuals is purposeful, relevant and timely.</p> <p>Refer to separate Acland strategic plan</p>	<p>Effective use of KAMAR as a Student Management System and for finances</p> <p>Effective use of OnStream as a Learning Management System</p> <p>Staff and student Handbooks</p> <p>Yearly audits</p> <p>Acland Strategic Plan</p>

### 3. ANNUAL SECTION

#### 2019 Annual Plan

Goal	Annual Goal	Actions Needed	Resourcing & Responsibility
<p>1.1 All senior students gain the relevant year group qualification</p>	<ul style="list-style-type: none"> <li>• The goal for each senior cohort is a 100% pass-rate at the relevant NCEA level</li> <li>• 100% Year 13 students gain University Entrance</li> <li>• Level 1, 2, &amp; 3 achieved for 100% Maori students</li> <li>• Level 1, 2, &amp; 3 achieved for 100% Pasifika students</li> <li>• All year groups to have over 90% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth analysis of 2018 NCEA results, historical patterns and learning programmes to target areas for improvement.</li> <li>• By the end of Term 1 students at risk are clearly identified at school, department and classroom               <ul style="list-style-type: none"> <li>○ Year 11 students who are at risk of not achieving the necessary Level 1 literacy and numeracy credits</li> <li>○ Year 13 students who are at risk of not achieving the necessary Level 2 literacy requirement for UE</li> <li>○ Students not tracking toward relevant NCEA achievement</li> </ul> </li> <li>• Support provided and progress monitored by deans and teaching staff</li> <li>• Maori and Pasifika are identified and an action plan developed and implemented.</li> <li>• Students provided with timely and relevant support, guidance and mentoring.</li> <li>• Using 2017 &amp; 2018 NCEA results to identify students in Year 12 and Year 13 who should achieve endorsed certificates. Identify students in Year 11 with academic potential. Identify potential scholarship students and implement teaching and learning strategies to address their needs</li> <li>• Faculties work together and teachers work with students to develop the understanding and skills needed to achieve at merit and excellence level. Students encouraged and given opportunities to practice higher- order thinking</li> <li>• Year 13 students actively guided to select courses that enable them to attain UE.</li> <li>• Proactive attendance monitoring</li> </ul>	<p>Senior leadership team</p> <p>All teachers of NCEA courses</p> <p>AKO teachers</p> <p>Guidance and Careers' Counsellors</p>

Goal	Annual Goal	Action Needed	Resourcing & Responsibility
1.2 High levels of NCEA endorsements – level certificates	The goal for each cohort is:- <ul style="list-style-type: none"> <li>• <b>Level 1 Endorsements 90%</b></li> <li>• <b>Level 2 Endorsements 75%</b></li> <li>• <b>Level 3 Endorsements 60%</b></li> </ul> Maori Student Achievement targets <ul style="list-style-type: none"> <li>• NCEA Level 1 endorsement 90%</li> <li>• NCEA Level 2 endorsement 75%</li> <li>• NCEA Level 3 endorsement 60%</li> </ul> Pasifika Student Achievement targets <ul style="list-style-type: none"> <li>• NCEA Level 1 endorsement 90%</li> <li>• NCEA Level 2 endorsement 75%</li> <li>• NCEA Level 3 endorsement 60%</li> </ul>	<ul style="list-style-type: none"> <li>• Subject teachers work with students to develop the understanding and skills needed to achieve at merit and excellence level.</li> <li>• Students encouraged and given opportunities to practice higher-order thinking.</li> <li>• Students provided with support, guidance and mentoring re managing co-curricular commitments and workload; targeting Year 12 and Year 13.</li> <li>• Staff sharing of ideas and resources and appropriate PD.</li> <li>• Senior Leadership Team identify school wide trends which may barriers to learning and implement strategies to overcome identified barriers.</li> <li>• Poor attendance would appear to correlate with poor pass rates and may be a barrier to higher endorsement rates. Regular attendance to provide continuity of learning will be a particular focus.</li> <li>• Introduce a school-wide pedagogical model.</li> </ul>	Senior leadership team  All teachers of NCEA courses
1.3 National Scholarships	The number of scholarships is the equivalent of 5% of the Year 13 roll.	<ul style="list-style-type: none"> <li>• Identify students with scholarship potential</li> <li>• Scholarship offered in all subjects</li> <li>• Extension opportunities provided to staff and students</li> </ul>	
1.4 High levels of achievement for junior students	100% of students are at or above the relevant curriculum level for Year 9.  100% of students are at or above the relevant curriculum level for Year 10.	<ul style="list-style-type: none"> <li>• How data is collected and “mined”? What does it identify and how is it used?</li> <li>• Analyse how data is used to inform programme development in the junior school</li> <li>• Review how end of Year 10 data correlates with Year 11 performance</li> <li>• Share common findings with staff.</li> <li>• Use MIIdYis and entrance data to ascertain progress and value added.</li> </ul>	Senior leadership team Junior deans Holas and Hods Teachers

Goal	Annual Goal	Action Needed	Resourcing & Responsibility
2.1 Participation in a variety of co-curricular activities is encouraged	<ul style="list-style-type: none"> <li>90% of students at Christchurch Girls' High School   <i>Te Kura o Hine Waiora</i> are involved in co-curricular activities and gain some measure of success.</li> <li>A wide range of opportunities is provided</li> <li>Facilities are completed and fully utilised</li> </ul>	<ul style="list-style-type: none"> <li>Roadshows to promote what's available</li> <li>Monitor participation and success in local, regional and national competitions</li> <li>Survey students about levels of participation in and benefits from involvement in sport and cultural activities</li> <li>Audit opportunities available</li> </ul>	Sports Co-ordinator Arts Co-ordinator Sportfit Co-ordinator
2.2 Progress the rebuild	<ul style="list-style-type: none"> <li>Progress the rebuild of CGHS</li> <li>Continue to develop the school site wherever possible</li> <li>Balance rebuild methodology with curriculum needs and staff and student welfare</li> </ul>	<ul style="list-style-type: none"> <li>Develop a realistic methodology for the continued rebuild of the school</li> <li>Monitor a realistic timeline for the rebuild</li> <li>Regular meetings with relevant parties</li> <li>Ensure health and safety concerns are addressed</li> </ul>	Principal BOT Ministry SDG
2.3 e learning	<ul style="list-style-type: none"> <li>Continue to build staff capacity with e-learning pedagogies and practices</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2017 and 2018 Year 9 and Year 10 data</li> <li>Survey staff</li> <li>Survey students</li> </ul>	SLT Staff E learning coordinator
2.4 Each student has the skills and qualifications to determine her own future pathway	<ul style="list-style-type: none"> <li>Introduce a school wide pedagogical model that enhances teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a schoolwide pedagogy: Engage, Explain, Elaborate, Explore and Evaluate</li> <li>Focus on High Impact Teaching Strategies</li> <li>Set up PLGs that focus on HITS identified by staff.</li> </ul>	SLT Staff
2.5 Develop the wellbeing of students and staff	<ul style="list-style-type: none"> <li>Maintain staff and student well-being programme</li> <li>Continue to refine and embed the Ako programme</li> </ul>	<ul style="list-style-type: none"> <li>Constant and on-going review of the well-being and ako programme.</li> <li>Develop positive psychology research to guide the well-being process</li> </ul>	Well-being Champions group Well-being youth committee Guidance staff

Goal	Annual Goal	Action Needed	Resourcing & Responsibility
3.1 Quality Boarding	Provide a quality boarding experience	Please refer to Acland strategic plan	Principal Director of Boarding
3.2 Effective systems are used to identify, monitor and support all students, including those at risk of not achieving	<p>Integrate Hautu into BOT self-review process to enable the BOT to review CGHS responsiveness to Maori, promote conversation and foster an awareness of shared understanding.</p> <p>Continue to integrate the principles of tātaiako with staff</p> <p>Annual auditing of well-being programme including developing and embedding a school-wide definition of well-being and whakatauki, designing a CGHS specific and culturally responsive model of well-being: and developing and designing a well-being programme.</p>	<ul style="list-style-type: none"> <li>• Survey staff and students</li> <li>• Research alternative structures <ul style="list-style-type: none"> <li>• PLG reports to staff</li> <li>• Discussions with school community</li> <li>• Consulting and reporting/feedback to the community regarding well-being and initiatives is purposeful, relevant and timely</li> </ul> </li> <li>• Gather data around strengths on current well-being using the Appreciative Inquiry process</li> <li>• Monitor and review new ako and whanau class structure and programme.</li> <li>• Work with CBHS to share resources</li> </ul>	SLT Staff BOT Well-being champions
3.3 The school resources meet identified needs. A positive budget report is maintained.	A positive budget is maintained	Effective monitoring of budgets occurs	Principal Board Executive officer

## Strategic Direction: Effective organisation and Structure

### NAG 2 Self review, planning, reporting and policies

#### School and Governance Effectiveness

- **BOT Policies**  
2019 NAG 5 & 1(Health & Safety, Student Achievement)  
2020 Nag 2 & 3 (Administration, Employer Responsibility)
- **Strategic Dimension Review**  
*2019 High Student Achievement*  
Student learning – Engagement, progress and achievement  
Effective Teaching  
  
*2020 Effective Organisation and Structure*  
Pastoral Care  
Governing the School
- **Learning Area audits**  
2019 Science, Technology,  
2020 Social Sciences
- **Co-curricular Reviews**  
2019 Learning Support, International  
2020 Careers, Sport and Guidance
- **BOT Self Review**  
Annually

#### Emergent Reviews

As identified and arise from:  
ERO National Reports  
Ministry priorities  
School self review  
MNA reports

2019	Jan/Feb	March	April	May	June	July	August	September	October	November
<b>Requirements</b>	Appoint chair  Board sub committees  Delegations of authority  Bylaws reviewed  Speaking rights for SLT and Executive Officer	Roll return March  Charter with Analysis of Variance to MOE by March 1  Draft financial statements to auditor by March 31		4 copies of annual report filed with local MOE including audited financial statements by May 31  Review of enrolment scheme	Roll return June 1	Roll return July 1		Roll return September 1		
<b>Strategic Directions</b>	Charter discussions NAGs NEPS refreshed	High Student Achievement	Quality Learning Environment	Effective Organisation and Structure		High Student Achievement	Quality Learning Environment	Effective Organisation and Structure		Overview of strategic directions
<b>Strategic Dimension Review</b>					Quality Learning Environment					
<b>Student Progress and Achievement Junior and NCEA</b>		NCEA analysis		NCEA of selected schools	Report back on SADA meetings		Tracking of High Student Achievement	Tracking of High Student Achievement	Tracking of High Student Achievement	
<b>Budget</b>	Approved	Monitor	Monitor	Monitor	Monitor	Monitor	Monitor	Monitor	Draft 2018 Monitor	Draft 2018 budget
<b>Principal Appraisal</b>		PPA				Mid-year progress				PPA
<b>Curriculum/Co-curricula</b>									Science	
<b>Policy</b>			NAG 4 Resources				NAG 4 Resources			
<b>National/Local initiatives</b>										
<b>Board processes</b>					Health Consultation		Parent survey		Leavers survey	

## Appendix: High Student Achievement Historical Data

<b>Strategic Goal High levels of achievement for all students in NCEA</b>												
<b>Background Information: Pass Rates</b>												
<b>Year</b>	<b>Level 1</b>			<b>Level 2</b>			<b>Level 3</b>			<b>UE</b>		
<b>Table in percentages</b>	<b>Overall</b>	<b>Maori</b>	<b>Pas.</b>									
<b>2006</b>	<b>87.5</b>	<b>92.3</b>	<b>NA</b>	<b>91</b>	<b>88.9</b>	<b>33.3</b>	<b>81.8</b>	<b>66.7</b>	<b>100</b>	<b>80.7</b>	<b>66.7</b>	<b>100</b>
<b>2007</b>	<b>89.2</b>	<b>83.3</b>	<b>50</b>	<b>94.2</b>	<b>92.3</b>	<b>100</b>	<b>91.4</b>	<b>85.7</b>	<b>NA</b>	<b>88.9</b>	<b>85.7</b>	<b>50</b>
<b>2008</b>	<b>93.3</b>	<b>89.5</b>	<b>100</b>	<b>92</b>	<b>80</b>	<b>100</b>	<b>88</b>	<b>100</b>	<b>100</b>	<b>88</b>	<b>100</b>	<b>100</b>
<b>2009</b>	<b>91.4</b>	<b>76.9</b>	<b>50</b>	<b>93.9</b>	<b>77.8</b>	<b>100</b>	<b>89.1</b>	<b>75</b>	<b>50</b>	<b>85.3</b>	<b>75</b>	<b>50</b>
<b>2010</b>	<b>89.6</b>	<b>83.3</b>	<b>85.7</b>	<b>97.3</b>	<b>96.9</b>	<b>100</b>	<b>87</b>	<b>70.6</b>	<b>100</b>	<b>85</b>	<b>58</b>	<b>100</b>
<b>2011</b>	<b>95.7</b>	<b>92.3</b>	<b>100</b>	<b>96.6</b>	<b>87.5</b>	<b>80</b>	<b>91.3</b>	<b>85.7</b>	<b>66.7</b>	<b>85.2</b>	<b>71.4</b>	<b>66.7</b>
<b>2012</b>	<b>96.3</b>	<b>92.3</b>	<b>100</b>	<b>98</b>	<b>91.7</b>	<b>80</b>	<b>90.2</b>	<b>86.7</b>	<b>100</b>	<b>84.2</b>	<b>86.7</b>	<b>60</b>
<b>2013</b>	<b>96.7</b>	<b>94.7</b>	<b>100</b>	<b>95.6</b>	<b>100</b>	<b>100</b>	<b>90</b>	<b>75</b>	<b>100</b>	<b>85.3</b>	<b>66.7</b>	<b>66.7</b>
<b>2014</b>	<b>97.5</b>	<b>93.3</b>	<b>100</b>	<b>97.5</b>	<b>95</b>	<b>100</b>	<b>92</b>	<b>87.5</b>	<b>75</b>	<b>74.3</b>	<b>87.5</b>	<b>75</b>
<b>2015</b>	<b>96.7</b>	<b>94.1</b>	<b>75</b>	<b>96.4</b>	<b>93.8</b>	<b>100</b>	<b>92.9</b>	<b>100</b>	<b>79</b>	<b>79</b>	<b>50</b>	<b>66.7</b>
<b>2016</b>	<b>95.7</b>	<b>90</b>	<b>80</b>	<b>99</b>	<b>94.1</b>	<b>100</b>	<b>95.3</b>	<b>87.1</b>	<b>100</b>	<b>82.5</b>	<b>56.3</b>	<b>0</b>
<b>2017</b>	<b>91.2</b>	<b>92.9</b>	<b>66.7</b>	<b>96.1</b>	<b>90.5</b>	<b>100</b>	<b>89.4</b>	<b>92.9</b>	<b>60</b>	<b>80.4</b>	<b>78.6</b>	<b>60</b>
<b>2018</b>	<b>96</b>	<b>100</b>	<b>80</b>	<b>91.7</b>	<b>91.7</b>	<b>80</b>	<b>95.5</b>	<b>100</b>	<b>100</b>	<b>82</b>	<b>80</b>	<b>100</b>

## Background Information: Endorsed Certificates

Endorsed Certificates	Table in Percentages																				
	2012			2011			2010			2009			2008			2007			2006		
	O	M	P	O	M	P	O	M	P	O	M	P	O	M	P	O	M	P	O	M	P
Level 1 Excellence	26.8	8.3	0	30.1	16.7	33.3	17.1	13.3	33.3	18.9	10	0	18.8	5.9	0	24.1	10	0	14.7	16.7	0
Level 1 Merit	48.5	58.3	66.7	47	58.3	0	50.9	33.3	16.7	42.5	40	100	45.7	29.4	100	39.7	30	100	49.3	58.3	0
Endorsed Certificate	75.3	66.6	66.7	77.1	75	33.3	68	46.6	50	61.4	50	100	63.5	35.3	100	63.8	40	100	64	75	0
Level 2 Excellence	21.4	18.2	0	20.3	7.1	25	15.5	10	33.3	12	0	0	8.7	0	0	9.2	8.3	0	9.3	0	0
Level 2 Merit	38	18.2	50	33	21.4	50	32.3	40	0	35	35.7	100	33	37.5	0	29.4	58.3	0	34.6	50	0
Endorsed Certificate	59.4	36.4	50	53.3	28.5	75	47.8	50	33.3	47	35.7	100	41.7	37.5	0	38.6	66.6	0	43.9	50	0
Level 3 Excellence	9	0	0	16.2	16.7	50	4.2	0	0	5	0	0	10.2	8.3	0	7.4	0		5.6	0	0
Level 3 Merit	29.5	15.4	40	39.1	50	50	38.7	25	0	30.2	0	0	22.2	25	0	27	0		29.9	25	0
Endorsed Certificate	38.5	15.4	40	55.3	66.7	100	42.9	25	0	35.2	0	0	32.4	33.3	0	34.4	100	NA	35.5	25	0

Endorsed Certificates	2013			2014			2015			2016			2017			2018		
Table in Percentages	O	M	P	O	M	P	O	M	P	O	M	P	O	M	P	O	M	P
Level 1 Excellence	35	22.2	0	30.6	14.3	0	41	19	33.3	37.1	22	0	40	31	0	35.7		14.2
Level 1 Merit	45.3	38.9	40	51.5	57.1	100	44.9	62.5	33.3	50.5	55	75	42	38	50	47.1		28.6
Endorsed Certificate	80.3	61.1	40	82.1	71.4	100	85.9	81.5	66.6	87.6	77	75	82	79	50	82.8	66	42.8
Level 2 Excellence	21.7	10	0	23.1	5.6	0	21.5	13	0	35.1	23.5	0	27	17	0	31.1		
Level 2 Merit	38.2	30	25	42.1	38.9	40	41.4	27	0	37	41	33	43	28	66	34.9		
Endorsed Certificate	59.9	40	25	65.2	45.4	40	62.9	40	0	72.1	64.5	33	70	45	66	66	47.6	0
Level 3 Excellence	14.4	0	0	10.9	14.3	0	19.3	14	0	14.7	14	0	21	0	33	20	8.3	
Level 3 Merit	37.3	44.4	0	38.6	14.3	33.3	38.7	21	0	37.4	7	0	41	54	33	33.5	25	
Endorsed Certificate	51.7	44.4	0	49.5	28.6	33.3	58	35	0	52.1	21	0	62	54	66	53.5	33.3	0