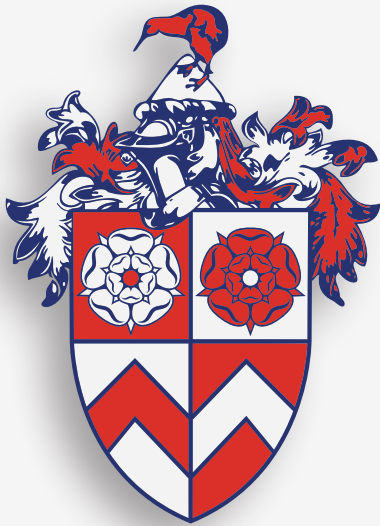




ROSEHILL COLLEGE

MĀ TĀTAU E HANGAHANGA AI TE TAIAO HIRANGA

OUR STRATEGIC PLAN

Mission Statement:

Together we create an environment for personal excellence

Vision Statement:

Rosehill College will nurture a culture of excellence through Hihiritanga, Rangatiratanga, Whanaungatanga, and Manaakitanga

Values:

Hihiritanga: Strive

“We are resilient and persevere”

Rangatiratanga: Reflect

“Excellence in all that we do”

Whanaungatanga: Respect

“Together we are more”

Manaakitanga: Connect

“We rise by lifting others”



CONTEXT

Rosehill College is a co-educational secondary school that sits within the Ngāti Tamaoho rohe. This area extends from north of the Tamaki Isthmus to south of the Waikato River, to the Whangamarino wetlands. It extends from the West Coast to the Hauraki Gulf/Firth of Thames. Its interests are concentrated in the Manukau lowlands, Āwhitu Peninsula, Papakura, Hunua Ranges, Mangatangi, and Whangamarino. Ngāti Tamaoho has a rich cultural heritage, including traditions, stories, and practices passed down through generations. They have a significant connection to their land and natural resources, and like other iwi, they play an active role in the social, cultural, and economic life of their communities.

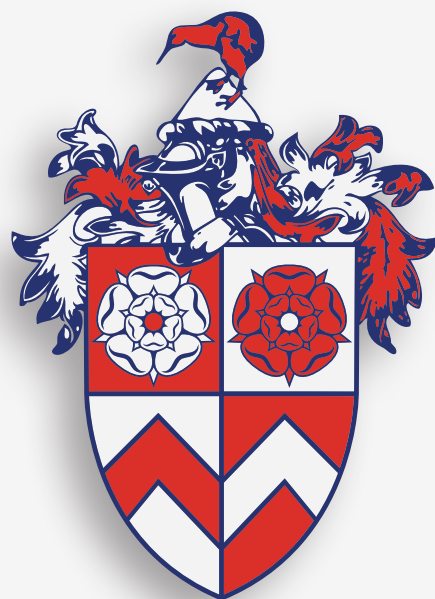
Rosehill College serves students from Year 9 to Year 13 (ages 13 to 18). The college offers a wide range of academic, sporting, cultural, and extracurricular activities to cater to the diverse interests and needs of its students. Established in 1970, Rosehill College has a rich history of providing quality education and fostering a supportive learning environment. The school emphasises holistic development, aiming to nurture students not only academically but also socially, emotionally, and physically.

Like many secondary schools, Rosehill College follows the New Zealand National Curriculum, offering a broad range of subjects across various disciplines, such as English, mathematics, science, social studies, languages, arts, technology, performing arts, music and physical education. The college also provides opportunities for vocational education and training, preparing students for both further education and the workforce. In addition to its

academic program, Rosehill College encourages students to participate in extracurricular activities such as sports teams, cultural groups, performing arts, and community service initiatives. These activities help students develop leadership skills, teamwork, creativity, and a sense of community involvement.

The college is known for its dedicated teaching staff, great facilities, and strong sense of community spirit. It strives to create a supportive and inclusive environment where every student feels valued, respected, and empowered to achieve their full potential.

Overall, Rosehill College is recognized for its commitment to excellence in education and its efforts to prepare students for success in their future endeavours, whether that be further education, careers, or other life pursuits.



OUR COMMITMENT TO ACHIEVING SUCCESS

STRATEGIC INTENTION 1

Culture of Excellence

Systems, processes and pedagogies that enable the realisation of excellence for all learners are embedded in our school culture.

Objectives:

- Te Tiriti principles of 'partnership', 'participation' and 'protection' are embedded in school policies, practices and decision making processes.
- Partnerships between the school and whānau value the knowledge, skills and aspirations of whānau. This partnership will inform school approaches and pedagogies for all learners.
- Integrating Te Reo into school communications and learning programmes.
- Continue to develop our culturally responsive practices and processes as informed by the guiding principles of Ka Hikitia.

Actions:

- Give effect to Te Tiriti o Waitangi - working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.
- Pedagogies will ensure equitable and excellent academic outcomes for all learners.
- Ensure effective academic progress through a continual cycle of curriculum development and review.
- Develop understanding of excellence as a commitment to fulfilling one's potential through cultural identity, perseverance and resilience and gained with the collaboration and support of others.

STRATEGIC INTENTION 2

Commitment to Learning, Growth and Development

All members of Rosehill College learning community will be afforded the opportunity to develop the skills, values and competencies required for personal growth.

Objectives:

- Implement responsive development programmes tailored to meet the needs of our learning community.
- Embed high-impact teaching strategies and best practices for student engagement and learning.
- Embrace opportunities for collaborative, relational practices and pedagogies.
- Invest in technologies and resources that enable staff to lead future-focussed, responsive programmes.
- Provide access to tailored professional development opportunities to develop teaching and leading capacities.

Actions:

- Foster a learning culture for all members of our learning community that is responsive to individual interests, needs and aspirations.
- Actively engage with members of our learning community to strengthen collaborative learning partnerships.
- Invest in resourcing to support the delivery of innovative curriculum design and excellent learner outcomes.

STRATEGIC INTENTION 3

Foster Connections through Culturally Enabling Practices

Connections between people, within and beyond the school, will recognise and value the inherent importance of language and culture in shaping people's identities, experiences and sense of belonging.

Objectives:

- We have high aspirations for every learner/ākonga, and support these by partnering with whānau and communities to design and deliver education that responds to needs, and which sustains their identities, languages and cultures.
- Incorporate cultural responsiveness into teaching and learning programmes recognising the richness of cultural tradition and identity.
- Engage with our community's rich and diverse traditions, languages and customs to inform our practices and pedagogies.
- Celebrate cultural identity in teaching and learning programmes and the important role it plays in identity and in shaping success.
- Critique learning programmes through critical, cultural lenses.
- Promote culturally agentic opportunities in teaching, learning and assessment (Tapasa 1.16).

Actions:

- Embrace diversity and different knowledge constructions, identities and worldviews.
- Learning programmes to reflect the unique and important role culture and language play in shaping identity.

STRATEGIC INTENTION 4

Health and Wellbeing of our People

All students and staff will enjoy the benefits of working in a respectful, safe and inclusive environment which values the importance of health and wellbeing in people's lives.

Objectives:

- Nurture the partnership between student, whānau and school to strengthen members of our learning community's sense of self, wellbeing and aspirations.
- Understandings of health and wellbeing will build upon the four components of Hauora: Taha tinana (physical), taha hinengaro (mental and emotional), Taha whānau (social) and Taha Wairua (spiritual).
- Positive relationships will be built that affirm each staff and student's sense of belonging and acknowledge everyone's value within the school community.
- Engage in mana enhancing ways with each other and with whānau, community, industry and tangata whenua.
- Incorporate understandings of health and wellbeing in our personal and professional lives.
- Develop enrichment experiences and opportunities that promote and develop health and wellbeing.
- Promote and develop staff and student health and wellbeing services and structures.
- Develop support systems and services that enable all members of our learning community to feel safe, included, free from racism, discrimination or bullying.
- Provide opportunities for members of our learning community to meaningfully lead and engage with wellbeing initiatives and understandings.

Actions:

- Give effect to Te Tiriti o Waitangi working to ensure our plans, policies and local curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.
- Nurture a school culture that recognises the value of difference and the inherent good of sharing our unique qualities and values collaboratively and collectively.

INFRASTRUCTURE, DEVELOPMENT AND PLANNING

Community/ School Projects

- Climbing Wall
- School Pool external up-grade. Shade and seating
- Bus Zone via Gate 4 - remove school buses from Admin area to reduce congestion

Actions:

- Application to charity/ trust funds to applied for School board contributions
-

Ministry of Education roll growth project - new build

- ILE TECHNOLOGY BLOCK - Build to start in 2024 - Specialised teaching spaces - *MoE placed on hold*

Actions:

- Utilise the architectural services of Jasmax - Design concept completed
-

- S BLOCK - Replacement flooring/wall lining/heat pumps
- C BLOCK - Replacement flooring/wall lining/heat pumps
- Ensure classrooms are ICT Savvy
- School wide review of property including security and safety

Actions:

- Work with MoE advisor including Mātanga, Kaitohutohu Waihanga, Aurecon Senior Consultant, Infrastructure Advisory, Aurecon on future proofing RHC.

ANNUAL ACHIEVEMENT TARGETS

Our targets are set high to ensure we consistently uphold high standards for both students and teachers. Teachers are expected to analyse their teaching practices and examine students' achievement data ensuring continuous improvement.

A Literacy:

1. At least 55% of students in Year 9 will be reading at Level 5 of the NZC
2. At least 55% of students in Year 10 will be reading at Level 6 of the NZC
3. At least 85% of students will achieve at least literacy and numeracy credits/requirements.

B. NCEA Achievement Targets (NZQA Roll based data)

1. Maintain the % of students gaining level 1 literacy credits at 85% or greater
2. Increase the % of students gaining level 1 numeracy credits to 85% or greater
3. Increase the % of students gaining NCEA at their appropriate level (Roll based):
 - a. **Year 12 (NCEA level 2) to 85%**
 - b. Year 13 (NCEA level 3) to 85%
 - c. Scholarship exams to increase the % of students participating in scholarship exams and achieving success.

C. University Entrance

1. Increase the % of students eligible to gain the UE qualification (NZQA roll based data) to 55%

D. Maori Student Achievement

1. Increase and/or maintain the % of Maori gaining NCEA and University entrance qualifications (NZQA roll based data) to:
 - a. **Year 12 (NCEA level 1) to 85%**
 - b. Year 12 (NCEA level 2) at 85%
 - c. Year 13 (NCEA level 3) to 85%
 - d. UE literacy to 55%

E. Pasifika Student Achievement

2. Increase and/or maintain the % of Pasifika gaining NCEA and University entrance qualifications (NZQA roll based data) to:
 - a. **Year 12 (NCEA level 1) to 85%**
 - b. Year 12 (NCEA level 2) at 85%
 - c. Year 13 (NCEA level 3) to 85%
 - d. UE literacy to 55%

School leavers data, which includes: Attendance, Destination, Ethnicity, Gender, UE literacy, UE entrance, Literacy, Numeracy, Qualification Gained.