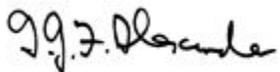


# School Charter Strategic and Annual Plan for Rosehill College

2020 - 2021

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	27 February 2020

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## Rosehill College 2020 - 2021

### Introductory Section - Strategic Intentions

<b>Mission Statement</b>	<b>Together we create an environment for personal excellence.</b>
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<b>Vision</b>	<b>Vision Statement</b>  The Rosehill community will inspire students and staff to: <ol style="list-style-type: none"><li>1. be enterprising, connected and powerful lifelong learners</li><li>2. foster manaakitanga and good global citizenship</li><li>3. be creative, critical thinkers and able users of knowledge</li></ol>
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<b>Values</b>	<b>Manaakitanga</b> A rich and powerful term which encompasses elements such as hospitality, generosity, warmth and respect.  <b>Respectful</b> Being respectful starts with a basic consideration of other people's feelings. Ask yourself how you'd want to be treated in a given situation, and make an effort to treat other people that way. Treat everyone you encounter - strangers on the street, coworkers, classmates and family members - with kindness and courtesy.  <b>Responsibility</b> Responsibility is making proper choices and doing the right thing because you were asked to and you said you would.
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	<p><b>Caring</b>      Be sensitive to the feelings of others. If you want to have a more caring perspective, then you have to spend more time thinking about how other people are feeling.</p>
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The Rosehill Leaver Profile is a way that we can communicate a shared understanding of what a future-oriented learner looks like. The Rosehill Leaver Profile describes skills, knowledge, and attitudes that students will need to develop in order to participate in a range of life contexts beyond Rosehill College.

Respectful	Responsible	Caring
Tū Rangatira – a chiefly way of being	Tū Maia – leadership (having specific qualities such as abilities with time management, self-management, risk taking and problem solving)	Tū Whānaungatanga - kinship and family connection (working together which provides us with a sense of belonging)
<ul style="list-style-type: none"> <li>● Is culturally responsive.</li> <li>● Is an effective communicator, confident in a range of situations.</li> <li>● Is socially adept, empathetic, treating others with tolerance and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>● Strives for personal excellence.</li> <li>● Is a resilient risk-taker.</li> <li>● Is able to manage themselves.</li> <li>● Can lead or contribute to a team.</li> <li>● Is a creative and critical thinker.</li> <li>● Is literate and numerate.</li> </ul>	<ul style="list-style-type: none"> <li>● Is future-focused and globally aware.</li> <li>● Connects as a positive role model.</li> <li>● Has a strong and positive sense of who they are, where they belong and where they are going.</li> </ul>



**Rosehill College**

The College consists of 1641 students (July 2019 MOE Return) 51% of whom are male and 49% female. 41% of the student population is NZ European/Pakeha, 26% is Māori, and other major groupings are 12% Pacific Island, 9% Indian and 7% Asian.

The College is situated in Papakura, South Auckland, drawing students from across the full socio-economic spectrum.

The College has a zone which includes urban and rural areas. All these areas are included in our zone and state where the cut-off point is.

Rural Home Zone Boundary

To the West:

- Waiiau Beach, Manukau Harbour, Pahurehure Inlet.

To the South (West of the motorway):

- North bank of Taihiki Rover to Glenbrook Road (both sides of Glenbrook Road)
- All areas between Glenbrook and Karaka Roads and Manukau Harbour.

	<ul style="list-style-type: none"> <li>● Gellert Road, Sim Road, Bycroft Road, Woodlyn Road, Snelgars Road</li> <li>● Burt Road to the intersection with Needham Road – from 155 Burt Road onwards.</li> <li>● Needham Road, Solataire Road, Cheriton Lane</li> <li>● Runciman Road to the intersection with Coulston – From 377 Runciman Road onwards – not 368 Runciman Road.</li> <li>● Tuhimata – to the first stream from the Runciman/Tuhimata intersection 479 Tuhimata.</li> <li>● Ingram Road.</li> </ul> <p>South (East of motorway):</p> <ul style="list-style-type: none"> <li>● Ararimu Road to the intersection with Steel Road (excluding Dunn Road). Including Dale, Maxted, Fausett, Turner, and Steel Roads. Hillview Road from the intersection to Dale Road to Ararimu Road including McEldownie Road.</li> <li>● Ponga Road – from the intersection of Opaheke Road and Sutton Road to the intersection of McEntee Road including McEntee Road.</li> </ul> <p>Urban Home Zone Boundary</p> <p><b>North:</b> Manurewa/Takanini Motorway interchange</p> <p><b>West:</b> Manukau Harbour, Pahurehure Inlet, East of motorway</p> <p><b>South:</b> Main trunk railway line</p> <p><b>East:</b> Main trunk railway line</p> <p>There is extensive housing development within the boundaries of our zone and consequently, Rosehill College has ceased to take out of zone students to allow space for those students who will reside within our zone in the near future. This reduction in acceptance of out of zone students has led to a temporary decrease in the school roll until the new housing is built and occupied by families with high school age students.</p>
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<p><b>Rosehill Pathway Kahui Ako</b></p>	<p>Rosehill College is the secondary school in the Rosehill Pathway Kahui Ako. The other schools are Rosehill School, Rosehill Intermediate School, Conifer Grove School, Papakura Central School, Opaheke School, Park Estate School, Drury School, Ramarama School, Karaka School, Hingaia Peninsula School, Te Hihi School and Waiau Pa School. The total number of students in the Kahui Ako is approximately 6080, which is increasing since 2013.</p> <p>The ethnicity of the Kahui Ako is 43% NZ/European/Pakeha, 28% Māori, 10% Pasifika and 14% Asian (including Indian). The Kahui Ako has appointed a four person leadership team and is developing the achievement challenges. These will take the National Education Learning Priorities, when they are developed, into account.</p>
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## **Principles**

based on the NZC

## **Curriculum**

The Board of Trustees endorses the vision, principles and values in the New Zealand Curriculum, along with the key competencies and the achievement objectives within the learning areas of the NZC. The Board is committed to providing a wide range of options for all students and a variety of pathways in the senior school.

Our teaching practice is based on the Effective Pedagogy section in the New Zealand Curriculum and culturally responsive and relational pedagogy.

The 2015 ERO report on the school had this to say about our curriculum:

*The curriculum promotes and supports student learning effectively. Learning programmes are under continuous review to ensure students have opportunities to succeed.*

*Students have access to a wide range of learning programmes. Most programmes are focused on academic subjects, but the curriculum is increasingly offering some alternative pathways.*

The most recent ERO report, December 2018, noted the following Key Strengths of the school:

*For sustained improvement and future learner success, the school can draw on existing strengths in:*

- *leadership that promotes positive connections and relationships that actively support equity and excellence for all learners*
- *pastoral care that responds to students' needs, promotes their wellbeing and supports their learning success*
- *strategic goals and professional learning that are aligned to promote cultural responsiveness.*

## **Equity**

The Board of Trustees accepts that equity objectives underpin all activities in this school.

The Board of Trustees will ensure that this school's policies and practices seek to achieve equitable outcomes for all students.

## **Equal Educational Opportunity:**

The Board of Trustees will ensure equal opportunity for all students to participate and succeed in the full range of school activities.

The Board of Trustees will adopt policies and practices that identify and cater for the individual needs of each student in the school.

These will affect the school's curriculum and the way the school distributes resources.

They will include programmes that redress existing inequities and address the current and future needs of students, particularly:

- Māori
- Pacific Island
- Other ethnic groups
- Students with disabilities
- Students with other special learning needs

## **Treaty of Waitangi**

The Board of Trustees is committed to developing policies and practices which reflect New Zealand's dual cultural heritage.

**Māori Dimensions and Cultural Diversity**

The College is committed to the bicultural partnership under te Tiriti o Waitangi. Through our commitment to Māori achievement and Pasifika achievement, culturally responsive and relational pedagogy sits at the heart of our pedagogy statement for the school. We have been part of and retain the pedagogy of Te Kotahitanga and Kia Eke Panuku, using Rongohia te Hau to provide a snapshot of school-wide pedagogy in order to place resources to bring about improvement in the achievement of our students.

## Baseline Data / School Context

### Students' Learning

#### NCEA Achievement

	2015	2016	2017	2018	2019
<b>L1 All</b>	69.4	70.6	67.2	58.3	58.5
<b>L1 Māori</b>	60.8	52.5	48.8	34.7	38.3
<b>L1 Pasifika</b>	59.3	69.0	63.8	34.6	44.8
<b>L2 All</b>	74.4	79.2	83.4	67.0	71.0
<b>L2 Māori</b>	60.8	67.1	71.9	60.0	58.3
<b>L2 Pasifika</b>	61.3	70.7	78.6	63.9	52.4
<b>L3 All</b>	63.1	56.4	58.7	59.6	53.1
<b>L3 Māori</b>	47.6	37.5	42.0	49.0	39.0
<b>L3 Pasifika</b>	50.0	42.3	38.1	41.4	39.7
<b>UE All</b>	41.4	42.3	39.8	38.8	35.1
<b>UE Māori</b>	19.0	28.6	18.0	24.5	18.6
<b>UE Pasifika</b>	34.4	23.1	16.7	10.3	19.0

### Student Engagement

#### Attendance

	2012	2013	2014	2015	2016	2017	2018	2019
<b>All</b>	90.4%	90.9%	90.5%	90.1%	89.2%	87.5%	87.4%	86.4%
<b>Māori</b>	85%	86.8%	86.8%	85.6%	84.2%	82.8%	81.2%	80.3%
<b>Pasifika</b>	88.2%	90.3%	90.1%	88.5%	87.4%	85.3%	84.4%	81.6%
<b>NZ European</b>	92.1%	90.9%	91.5%	91.7%	91.3%	89.2%	89.8%	89.2%

**Discipline - Stand downs**

	2012	2013	2014	2015	2016	2017	2018	2019
All	104	120	93	61	52	111	117	105
Māori	73	73	43	24	30	71	62	50
Pasifika	5	6	0	7	5	8	22	17
NZ European	26	36	46	25	15	26	25	34

**Discipline - Suspensions (excluded/expelled)**

	2012	2013	2014	2015	2016	2017	2018	2019
All	12 (7)	18 (9)	15 (8)	8 (2)	6 (2)	14 (7)	21 (11)	16 (7)
Māori	6 (4)	12 (6)	7 (5)	5(1)	4 (1)	8 (7)	16 (8)	11 (5)
Pasifika	1 (1)	0	1 (1)	1	0	2	2 (1)	2
NZ European	4 (2)	6 (3)	7 (2)	2(1)	1 (1)	4	3 (2)	2 (1)

**Retention (2019 data will be added when available)**

	2015			2016			2017			2018		
	17 Years at least	Total Leavers	% 17 or above	17 Years at least	Total Leavers	% 17 or above	17 Years at least	Total Leavers	% 17 or above	17 Years at least	Total Leavers	% 17 or above
Maori	45	71	63.4	63	78	80.8	62	107	57.9	65	115	56.5
Pasifika	31	37	83.8	21	28	75.0	35	53	66.0	34	56	60.7
NZ Euro	178	224	79.5	131	159	82.4	145	178	81.5	195	251	77.7
Total	279	356	78.4	281	346	81.2	304	409	74.3	299	401	74.6

**School Culture and Values**

Rosehill College adopted restorative practices in 2000 and the Rosehill College values were developed under the PB4L initiative in 2012 following consultation with students, staff and the wider community.

Discipline figures above are one indication of how well embedded the values have become. The Wellbeing@School survey of students and staff was first conducted in 2018 and will be a regular survey. It is used to inform about areas on which to focus and measure progress as a result of that focus.

**Review of Charter and Consultation**

A community consultation was conducted in August 2016, with responses recorded from 11% of the parents and caregivers of the 1490 families in the school responding. This percentage was similar to the percentage return for the BOT elections. The Charter and Strategic Plan have been reviewed each year, and are current for 2020 and 2021. The update of the Education Act, the introduction of National Education Learning Priorities and the development of achievement challenges for the Rosehill Pathway Kahui Ako have led to the current plan having a two year duration.

## Strategic Goals

*(reviewed August 2019)*

All stakeholders in students' education have high expectations for all students to enable them to achieve their personal excellence through:

- learning that leads to excellent education outcomes
- learning pathways of their choice
- achieving NCEA L2
- achieving Merit or Excellence endorsement for course and level certificates
- developing the attributes of the Rosehill Leavers profile

All stakeholders will:

- recognise the bicultural nature of success
- foster spaces for Māori to succeed as Māori with high expectations for Māori students
- grow and share the understanding of Te Tiriti o Waitangi and Te Ao Māori to develop practices that promote success
- collaborate to use evidence of what works to achieve educational and Māori cultural outcomes

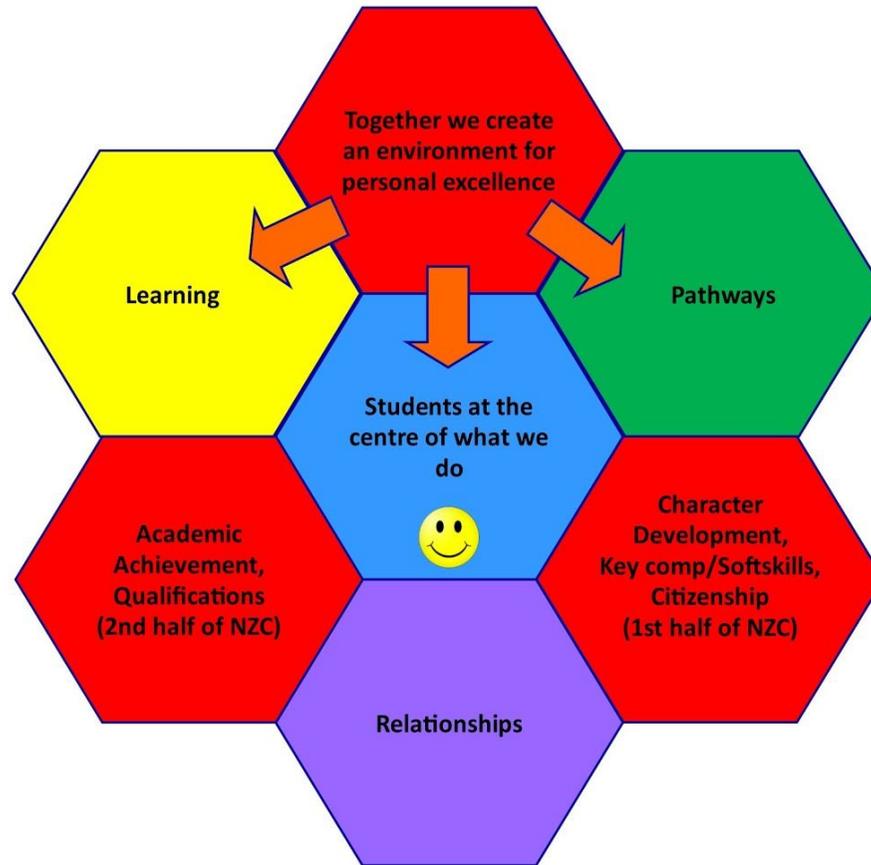
All stakeholders will:

- recognise the multicultural nature of success
- foster spaces for Pasifika to succeed as Pasifika with high expectations for Pasifika students
- grow and share practices that promote success
- collaborate to use evidence of what works to achieve educational and Pasifika cultural outcomes

All members of the school community experience a respectful, responsible and caring learning environment that:

- will be safe, supportive and inclusive
- will have high expectations for students' educational success
- will share and grow knowledge and evidence of what works for student educational success

❑ will promote collaboration to achieve excellent educational outcomes for all students  
(School community includes stakeholders such as students, parents, staff and BOT)



## Annual School Improvement Plan 2020 - SUMMARY

### Strategic goals:

All stakeholders in students' education have high expectations for all students to enable them to achieve their personal excellence through:

- learning that leads to excellent education outcomes
- learning pathways of their choice
- achieving NCEA L2
- achieving Merit or Excellence endorsement for course and level certificates
- developing the attributes of the Rosehill Leavers profile

All stakeholders will:

- recognise the bicultural nature of success
- foster spaces for Māori to succeed as Māori with high expectations for Māori students
- grow and share the understanding of Te Tiriti o Waitangi and Te Ao Māori to develop practices that promote success
- collaborate to use evidence of what works to achieve educational and Māori cultural outcomes

All stakeholders will:

- recognise the multicultural nature of success
- foster spaces for Pasifika to succeed as Pasifika with high expectations for Pasifika students
- grow and share practices that promote success
- collaborate to use evidence of what works to achieve educational and Pasifika cultural outcomes

All members of the school community experience a respectful, responsible and caring learning environment that:

- will be safe, supportive and inclusive
- will have high expectations for students' educational success
- will share and grow knowledge and evidence of what works for student educational success
- will promote collaboration to achieve excellent educational outcomes for all students

*(School community includes stakeholders such as students, parents, staff and BOT)*

<p><b>1. Annual goal:</b> To work towards achieving equity and excellence for all students.</p>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>● The disparity for Māori students and for Pasifika students in academic achievement is reduced.</li> <li>● The disparity for Māori students and for Pasifika students achieving endorsement certificates is reduced.</li> <li>● More Māori students and more Pasifika students remain in school to Years 12 and 13.</li> <li>● The disparity between genders in academic achievement is reduced.</li> <li>● Increased number of Year 11 Maori boys' gain NCEA Level 1 Literacy, Numeracy and Level 1.</li> </ul>
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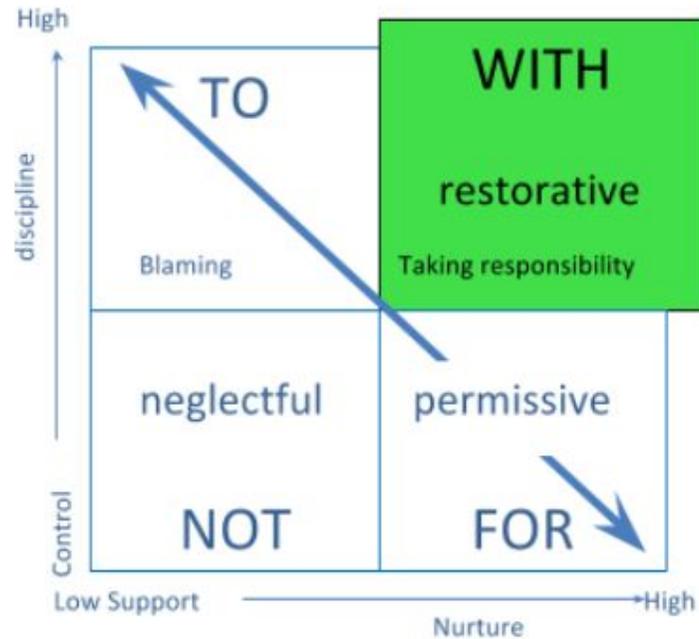
<p><b>2. Annual goal:</b> To continue to develop a positive, safe and supportive school culture that is inclusive of all and supports the environment of learning and teaching.</p>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>● Implement an action plan from the Wellbeing@school data</li> <li>● Wellbeing@School survey results (<i>use safe at school data</i>) 80% of students feel Rosehill College is positive, safe and supportive.</li> <li>● Staff and students report an increasing sense of being a valued member of the school community.</li> <li>● Increased effective use of "PB4L" strategies and restorative practices</li> <li>● Decreased stand-down and suspension</li> <li>● Year 9 students are settled and connected with the school.</li> </ul>
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<p><b>3. Annual goal:</b> To build staff capacity to implement adaptive teaching programmes, and gain confidence in collaborative pedagogy.</p>	<p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>● Five more teachers have experience of Futures Now integrated curriculum pedagogy.</li> <li>● Learning Habits are supported and complemented by clearly articulated teaching and learning strategies.</li> <li>● The percentage of junior students scoring at below or well below the expected level in end of year close reading is reduced.</li> </ul>
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**4. Annual goal:** To continue to seek ways to grow connections and build relationships with the local community.

**Indicators:**

- Increased attendance of whanau and students at Student Achievement Meetings
- Subjects have increased meaningful connections with local community partnerships to enhance authentic learning.
- Rosehill College has a strong media presence



Further embed teaching and learning practices that:

- have been developed as part of the school values and restorative practices
- have been developed as part of culturally responsive pedagogies
- improve students' citizenship within the school, including digital and physical environments

The CORE CONCEPT is to enhance the opportunities for 'with' in our college culture and to provide a framework that enables the college community to measure our progress toward 'with' in our teaching and learning practices.

## Improvement Plans and Key Strategies

### Strategic goals:

All stakeholders will:

- recognise the bicultural nature of success
- foster spaces for Māori to succeed as Māori with high expectations for Māori students
- grow and share the understanding of Te Tiriti o Waitangi and Te Ao Māori to develop practices that promote success
- collaborate to use evidence of what works to achieve educational and Māori cultural outcomes

All stakeholders will:

- recognise the multicultural nature of success
- foster spaces for Pasifika to succeed as Pasifika with high expectations for Pasifika students
- grow and share practices that promote success
- collaborate to use evidence of what works to achieve educational and Pasifika cultural outcomes

### Annual goal 1:

To work towards achieving equity and excellence for all students.

### Indicators:

- The disparity for Māori students and for Pasifika students in academic achievement is reduced.
- The disparity for Māori students and for Pasifika students achieving endorsement certificates is reduced.
- More Māori students and more Pasifika students remain in school to Years 12 and 13.
- The disparity between genders in academic achievement is reduced.
- Increased number of Year 11 Maori boys' gain NCEA Level 1 Literacy, Numeracy and Level 1.

**Baseline data:**

**NCEA Achievement**

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>L1 All</b>	69.4	70.6	67.2	58.3	
<b>L1 Māori</b>	60.8	52.5	48.8	34.7	
<b>L1 Pasifika</b>	59.3	69.0	63.8	34.6	
<b>L2 All</b>	74.4	79.2	83.4	67.0	
<b>L2 Māori</b>	60.8	67.1	71.9	60.0	
<b>L2 Pasifika</b>	61.3	70.7	78.6	63.9	
<b>L3 All</b>	63.1	56.4	58.7	59.6	
<b>L3 Māori</b>	47.6	37.5	42.0	49.0	
<b>L3 Pasifika</b>	50.0	42.3	38.1	41.4	
<b>UE All</b>	41.4	42.3	39.8	38.8	
<b>UE Māori</b>	19.0	28.6	18.0	24.5	
<b>UE Pasifika</b>	34.4	23.1	16.7	10.3	

**Retention (2018 data will be added when available)**

	<b>2015</b>			<b>2016</b>			<b>2017</b>			<b>2018</b>		
	<b>17 Years at least</b>	<b>Total Leavers</b>	<b>% 17 or above</b>	<b>17 Years at least</b>	<b>Total Leavers</b>	<b>% 17 or above</b>	<b>17 Years at least</b>	<b>Total Leavers</b>	<b>% 17 or above</b>	<b>17 Years at least</b>	<b>Total Leavers</b>	<b>% 17 or above</b>
<b>Maori</b>	45	71	63.4	63	78	80.8	62	107	57.9	65	115	56.5
<b>Pasifika</b>	31	37	83.8	21	28	75.0	35	53	66.0	34	56	60.7
<b>NZ Euro</b>	178	224	79.5	131	159	82.4	145	178	81.5	195	251	77.7
<b>Total</b>	279	356	78.4	281	346	81.2	304	409	74.3	299	401	74.6

**Key Improvement Strategies:****1.**

When:	What: (examples)	Who:	Indicators of progress:
Start of year	Identify Maori boys in Year 11 at risk of not achieving or not staying at school	BU/SLT	<a href="#">Students identified</a> - there are 23 on the list
Early term 1	A mentor is assigned to each student.		Mentor has met with student and made contact with whanau
Early Term 1	Specific targeted invitation to these whanau from Kaimanaaki to attend SAMs	MW	Whanau attend SAMs to meet tutor teacher and mentor teacher
By End Term 1	WEAP meeting and plan created	MW/BU	All students have a WEAP Student will have 20 credits by end of Term 1
By End Term 1	PLG Inquiries trials focus on targeted under-achieving students	CK	Teachers have identified target students and planned interventions
By End Term 1	One internal assessment has been completed, moderated and marked by the end of Term 1.	CK	Teachers have evaluated the results and amended programmes to prompt better achievement.
Early Term 2	Programmes modified for students who are still not achieving		
Term 3	Students at risk of not gaining Literacy and Numeracy, do catch up during the school exams		
Term 4	Students who have not gained Literacy or Numeracy at the time of study leave, do not have study leave until they do so.		

**Monitoring**



**Strategic goals:**

All members of the school community experience a respectful, responsible and caring learning environment that:

- will be safe, supportive and inclusive
- will have high expectations for students' educational success
- will share and grow knowledge and evidence of what works for student educational success
- will promote collaboration to achieve excellent educational outcomes for all students

**Annual goal 2:**

To continue to develop a positive, safe and supportive school culture that is inclusive of all and supports the environment of learning and teaching.

**Indicators**

- Implement an action plan from the Wellbeing@school data
- Wellbeing@School survey results (*use safe at school data*) 80% of students feel Rosehill College is positive, safe and supportive.
- Staff and students report an increasing sense of being a valued member of the school community.
- Increased effective use of "PB4L" strategies and restorative practices
- Decreased stand-down and suspension
- Year 9 students are settled and connected with the school.

**Baseline data:****Discipline - Stand downs**

	2012	2013	2014	2015	2016	2017	2018	2019
All	104	120	93	61	52	111	117	105
Māori	73	73	43	24	30	71	62	50
Pasifika	5	6	0	7	5	8	22	17
NZ European	26	36	46	25	15	26	25	34

**Discipline - Suspensions (excluded/expelled)**

	2012	2013	2014	2015	2016	2017	2018	2019
All	12 (7)	18 (9)	15 (8)	8 (2)	6 (2)	14 (7)	21 (11)	16 (7)
Māori	6 (4)	12 (6)	7 (5)	5(1)	4 (1)	8 (7)	16 (8)	11 (5)
Pasifika	1 (1)	0	1 (1)	1	0	2	2 (1)	2
NZ European	4 (2)	6 (3)	7 (2)	2(1)	1 (1)	4	3 (2)	2 (1)

**Wellbeing@School Survey data**

Year 9 (percentages)	Negative 2018	Positive 2018	Negative 2019	Positive 2019
I feel I belong at school	30	70	14	86
I feel safe at school	48	52	17	83
Everyone thinks our school values are important	78	22	52	48
At school, everyone knows what to do if someone is being hurt or bullied	59	41	41	59
Students have a say in what happens at school	51	49	42	58

**Key Improvement Strategies:**

When:	What: (examples)	Who:	Indicators of progress:
	Action Year 9 Tutor Group Programme		Year 9 students feel more settled

**Monitoring**

**Resourcing**

**Strategic goals:**

All stakeholders in students' education have high expectations for all students to enable them to achieve their personal excellence through:

- learning that leads to excellent education outcomes
- learning pathways of their choice
- achieving NCEA L2
- achieving Merit or Excellence endorsement for course and level certificates
- developing the attributes of the Rosehill Leavers profile

**Annual goal 3:**

To build staff capacity to implement adaptive teaching programmes, and gain confidence in collaborative pedagogy.

**Indicators:**

- Five more teachers have experience of Futures Now integrated curriculum pedagogy.
- Learning Habits are supported and complemented by clearly articulated teaching and learning strategies.
- The percentage of junior students scoring at below or well below the expected level in end of year close reading is reduced.

**Baseline data:**

<b>Year 9 Reading below Level 4P (percentage of category)</b>	<b>SOY 2019</b>			
European	23.97%			
Maori	44.05%			
Pasifika	43.33%			
<b>Grand Total</b>	31.54%			
Male	36.76%			
Female	26.57%			

<b>Year 9 Writing below Level 4P</b>	<b>SOY 2019</b>			

(percentage of category)				
European	82.03%			
Maori	88.51%			
Pasifika	83.33%			
<b>Grand Total</b>	82.65%			
Male	90.91%			
Female	74.83%			

**Key Improvement Strategies:**

When:	What: (examples)	Who:	Indicators of progress:

**Monitoring**

**Resourcing**

**Strategic goals:**

All members of the school community experience a respectful, responsible and caring learning environment that:

- will be safe, supportive and inclusive
- will have high expectations for students' educational success
- will share and grow knowledge and evidence of what works for student educational success
- will promote collaboration to achieve excellent educational outcomes for all students

**Annual goal 4:**

To continue to seek ways to grow connections and build relationships with the local community.

**Indicators:**

- Increased attendance of whanau and students at Student Achievement Meetings
- Subjects have increased meaningful connections with local community partnerships to enhance authentic learning.
- Rosehill College has a strong media presence

**Baseline data:****Key Improvement Strategies:**

When:	What: (examples)	Who:	Indicators of progress:

**Monitoring****Resourcing**

