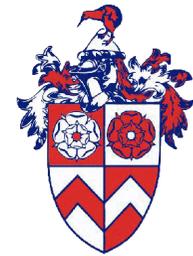


Rosehill College

School Charter

Strategic Plan and Annual Plan

2022-2025



Principal's endorsement:	<i>S. Keely</i>
Board endorsement:	<i>J. J. Deane</i>
Submission date to Ministry of Education:	24 February 2022

[Vision 2025](#)

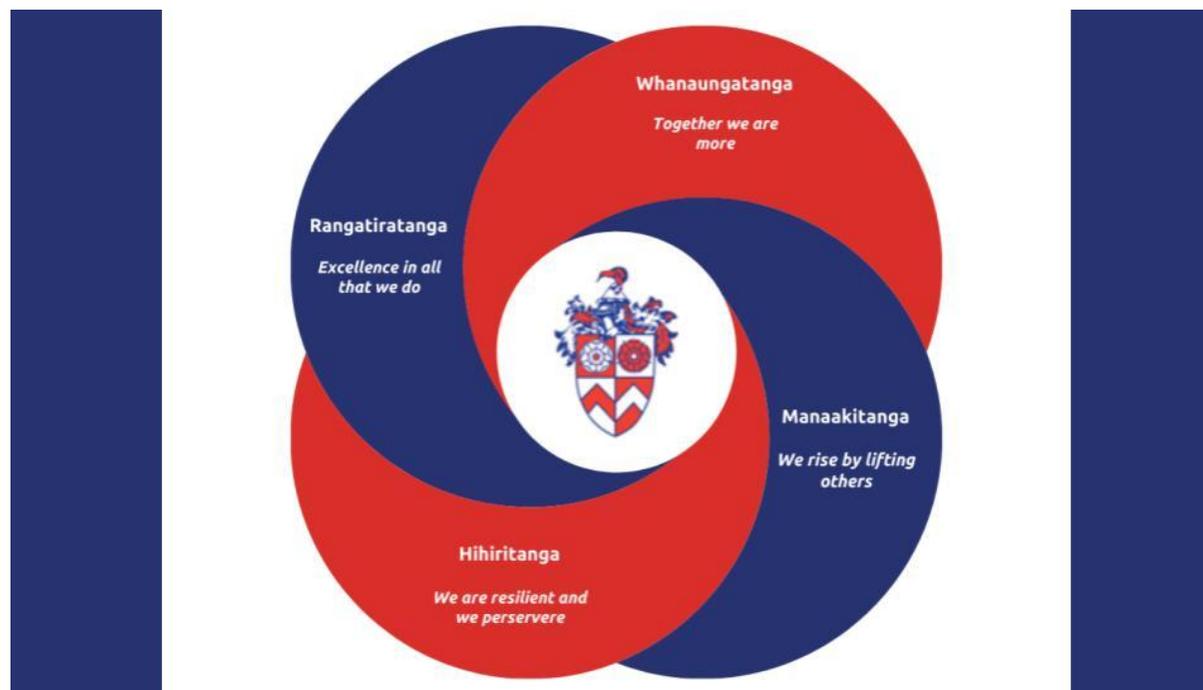
[Annual Goals](#)

[Annual Plan Interventions](#)

[Strategic Intentions](#)

[Baseline Data / School Context](#)

[Department Template](#)



**Mehemea ka moemoeā ahau, ko ahau anake.
Mehemea ka moemoeā tātou, ka taea e tātou.
If I dream, I dream alone.**

**If we all dream together, we can succeed.
Te Kirihaehae Te Paea Herangi (1883-1952), Māori Leader.**

Together we create an environment for personal excellence.

Vision 2025

Our college is a place where we value **hihiritanga:**

All of our ākonga and kaimahi will develop and grow. We experience a learning community that represents, respects and sustains our aspirations, identities, and wellbeing.

Strategic goal 1

Our college is a place where we value **rangatiratanga:**

Our ākonga and kaimahi experience high-quality teaching and learning. We make progress in our learning and achieve success. We will strive for personal excellence and be prepared for our futures.

Strategic goal 2

Our college is a place where we value **whanaungatanga:**

Our Poari Matua, kaimahi, ākonga, and community will whakamana the Principles of Te Tiriti o Waitangi and ensure te reo me ōna Tikanga are upheld. Our ākonga and kaimahi will be engaged and accountable as a community of learners.

Strategic goal 3

Our college is a place where we value **manaakitanga:**

Our Poari Matua, kaimahi, ākonga, and community will show manaakitanga, be welcoming and inclusive. We will all whakaute others and strive to ensure our kura is a safe place.

Annual Goals 2022

Hihiritanga

In 2022, our kaimahi will grow our collective understanding of te ao Māori and begin to establish Tikanga for the kura.

Our ākonga will experience better relationships with all teachers and others and an increased sense of self-worth.

Rangatiratanga

In 2022, students, staff and whānau work more collaboratively to support ākonga to reach personal excellence.

Our ākonga will experience authenticity and direction in their learning and growth and progression toward their aspirations.

Whanaungatanga

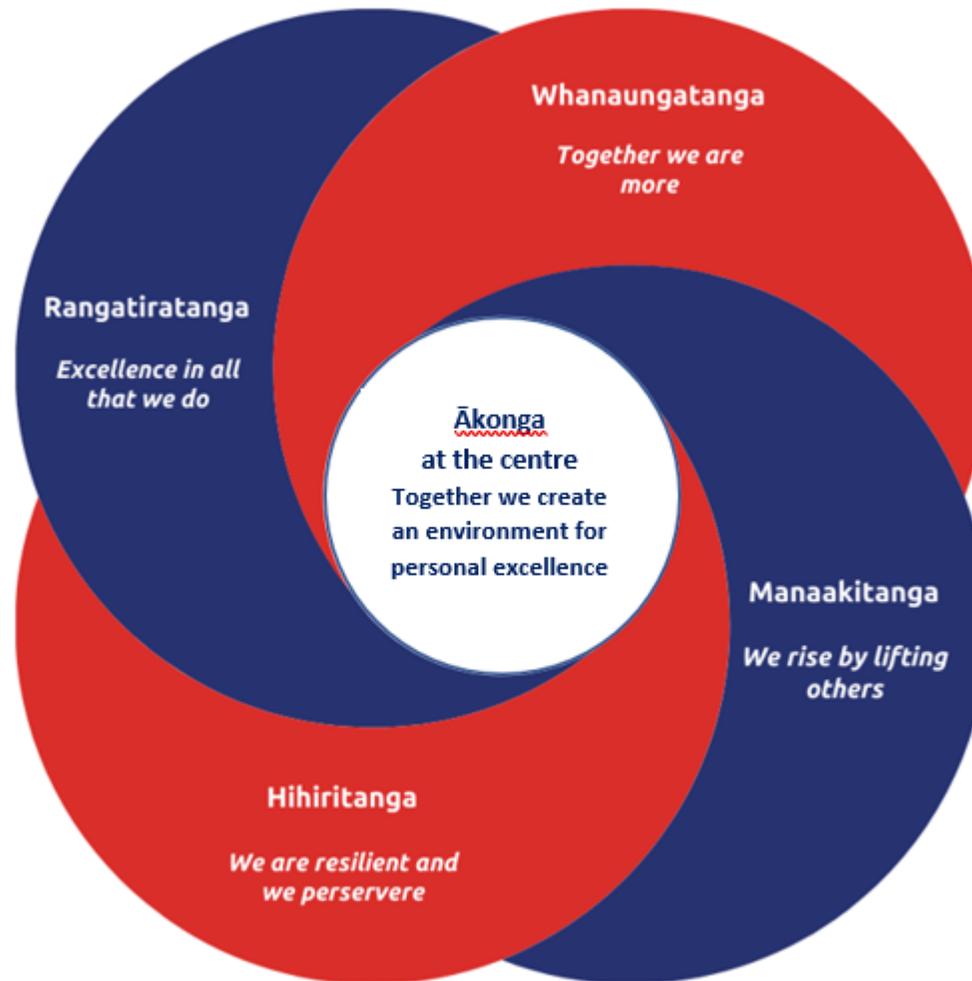
In 2022, we grow our collective engagement with and accountability to ensure te reo me Ōna Tikanga are upheld in Rosehill College.

Our ākonga will experience tikanga and increased use of te reo with all staff and in every lesson alongside authentic relationships where they, and their whānau, are known and valued.

Manaakitanga

In 2022, we engage more deeply as a community of learners to support ākonga to feel safe.

Our ākonga will experience a relational learning environment that enables shared respect, responsibility and caring.



2022 Annual Plan Interventions

Our four annual goals will be reached in part through key interventions intended to make a quantifiable impact on student engagement and achievement.

Culturally responsive whole-staff PLD

This intervention works toward meeting goals of Hihiritanga, Rangatiratanga, Whanaungatanga, Manaakitanga

- Over the course of 2022 external presenters inspire and build staff confidence with understanding actions that enhance mana ōrite mo te mātauranga Māori.
- An increased number of staff will be learning to reo Māori.
- SLT, LCT, PLT, WSL/ASL presentations, meetings and workshops will engage staff in developing deeper awareness of te ao Māori and begin to establish tikanga for the kura

<p>Staff growth in: Everyday use of te reo Māori Understanding of te ao Māori</p>	<p>Needed to implement: PL time for whole-staff with external presenters Dedicated meeting times for teaching and support staff Hui with Te Roopu Awhina once a term to input into the staff learning programme</p>
<p>Ākonga experience: Better relationships with all teachers and others An increased sense of self-worth</p>	<p>Metrics:</p> <ul style="list-style-type: none"> • Me and my school / Me and my class NZCER survey shows strong relationships and sense of being valued; attendance (fewer late arrivals to class); • lower stand-downs and suspensions; • engagement reports (more green); • more recognitions and celebrations (tracked across Houses) <p>Term 1</p> <ul style="list-style-type: none"> - At the end of Term 1 each staff member will have identified a mentor and a growth goal including for 2022 - At the end of Term 1 all teaching staff will have a deeper understanding of our Annual Plan, our Vision for 2025, and their contribution to it (evidence all staff development plans articulate how they will ensure akonga experience tikanga and increased use of te reo in their day-to-day work)

- | | |
|--|--|
| | <ul style="list-style-type: none">- At the end of Term 1 College and Kahui Ako leaders will have fostered a sense of trust and coherence around culturally sustainable practice (evidence survey of shift) |
|--|--|

Relational Pedagogies

This intervention works toward meeting goals of Hihiritanga, Rangatiratanga, Whanaungatanga, Manaakitanga

<p>Staff growth in: Relational conversations</p>	<p>Needed to implement: PL time as part of PLG programme</p>
<p>Ākonga experience: Understanding and mastery of the elements of the Mana Enhancement Wheel across all aspects of school life</p>	<p>Metrics: Pastoral recognition and weekly monitoring will be evidence of the process. Students reflect on mastery of the elements of the Mana Wheel. Fewer classroom discipline referrals.</p>

- Term 1, 2 and 3 Data is collected and stakeholder voice sought to refine the Mana Enhancement Wheel and improve implementation of Relational Pedagogies at Rosehill College.

Personalised Reporting

This intervention works toward meeting goals of Hihiritanga, Rangatiratanga, Whanaungatanga, Manaakitanga

1. Start of year goal setting. Every senior student has agreed future pathway plans which have been shared with their teachers and whānau.

<p>Staff growth in: Understanding future pathways</p>	<p>Needed to implement: Dedicated meeting times (HoH/Tutor meetings for Senior Tutor Group Teachers) Dedicated Tutor Group Time around goal setting and progress SAMs using the start of year goals</p>
<p>Ākonga experience: Authenticity and direction in their learning Continuity (goal setting connects to SAMS and other reporting)</p>	<p>Metrics: Baseline data is attendance at start of year goal setting interviews Publication of subject goals for all on the portal by Term 1, Week 5</p>

2. Student Achievement Meetings. All Yr12 and Yr 13 students lead their SAMs, reflecting on their personal excellence milestones and commenting on progress toward future pathways. See [GANTT Planning for intervention](#).
3. New Reporting Models (e.g. engagement reports).
 OUTCOME: Every student has made progress toward their personal excellence milestones.
 OUTCOME: Every student reflects on their personal excellence milestones as part of our reporting processes.
STAFF GROWTH IN: Regular communication with whānau, how and when to manage progress interventions
NEEDS: Reminders for Kamar entries; work with HoHs as to interventions for specific akonga, classes

METRICS:

Academic achievement of Māori and Pacific students

Engagement reports

4. Improved pastoral curriculum learning. Junior students can articulate the personal value of our whakawhanaungatanga programme and/or Peer Support programme, the digital citizenship programme and Te Puawaitanga o Pukeroihi in their learning reflections and report comments

<p>Staff growth in: Relational pedagogies Growth conversations</p>	<p>Needed to implement: Dedicated meeting times (HoH/Tutor meetings for Junior Tutor Group Teachers) Dedicated Tutor Group Time around goal setting and progress Resources for Junior school goal setting, reflection and tracking progress</p>
<p>Ākonga experience: Authentic learning in pastoral (and co-curricular) aspects of college life Value of and for their perspectives and understandings</p>	<p>Metrics: Baseline data is attendance at whakawhanaungatanga programme Baseline data is evidence of use of new junior school tools that enable goal setting, reflection and tracking progress of pastoral elements of school life Publication of student reflections on all Junior reports</p>

Whanaungatanga Programme

This intervention works toward meeting goals of **Hihiritanga, Rangatiratanga, Whanaungatanga, Manaakitanga**

<p>Staff growth in: Knowing their ākonga, including in activities outside of their subject specialties Knowing the Rosehill whanau and community</p>	<p>Needed to implement: A customised orientation programme for Year 9/10/Senior ākonga Year 9 and 10 ākonga are off timetable for two days over week 2 of 2022 completing a set orientation and induction programme. Seniors start with an 80 minute whakawhanaungatanga /introductory lesson Tutor classes will have more time allocated to connect with their ākonga the whakawhanaungatanga programme to strengthen the connections in tutor class.</p>
<p>Ākonga experience: A sense of belonging and pride to be part of the Rosehill whanau and community A sense of belonging to practise and engage in culturally responsive practices Engagement with the school values of Manaakitanga, Respect, Responsibility and Caring</p>	<p>Metrics: Pastoral recognition and weekly monitoring will be evidence of the process. Students reflect on mastery of the elements of the Mana Wheel. Fewer classroom discipline referrals. Baseline data is attendance at whakawhanaungatanga programme</p>

Know the learning, cultural and sporting opportunities for ākonga at Rosehill	Me and my school / Me and my class NZCER survey shows strong relationships and sense of being valued; attendance (fewer late arrivals to class); More recognitions and celebrations (tracked across Houses)
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Full curriculum and timetable review

This intervention works toward meeting goals of Hihiritanga, Rangatiratanga, Whanaungatanga

- LCT will review current curriculum at Rosehill College (Term 1)
- LCT will explore curriculum opportunities that align most with our vision and goals (Term 2)
- LCT will make recommendations for curriculum and timetable changes that best to support our vision and goals for the future (Term 3)

Kahui Ako Strategies

This intervention works toward meeting goals of Rangatiratanga

- WSL will implement different strategies with teams of staff to support Kahui Ako student achievement goals
- WSL will monitor and assess targeted students’ progress (e.g. literacy improvement)
- Common pedagogical strategies and tools will be used within the college to support student success

Board Elections

This intervention works toward meeting goals of Hihiritanga, Whanaungatanga, Manaakitanga

- Strong candidates from a cross-section of the College community are nominated
- High voter turnout
- Post-election co-option ensures a balance of attributes and skill sets on the Board

PLD Plan (aligned with the dots and the events/interventions)

- At the end of Term 1 each staff member will have identified a mentor and a growth goal for 2022
- At the end of Term 1 all teaching staff will have a deeper understanding of our Annual Plan, our Vision for 2025 and their contribution to it
- At the end of Term 1 College and Kahui Ako leaders will have fostered a sense of trust and coherence around culturally sustainable practices (evidence survey shift)

<p>TERM 1 EVENTS -</p> <p>Goal Setting interviews Whakawhanaungatanga programme Peer Support programme <i>Swimming sports & Athletics & Summer tournament</i></p>	<p>TERM 2 EVENTS -</p> <p>School Production Winter Sports School Ball Reports SAMs Parent Interviews</p>	<p>TERM 3 EVENTS -</p> <p>Visits to contributing schools SAMs 2023 students and Parents Evening Careers and Options Evening Senior exams Student Leaders Applications</p>	<p>TERM 4 EVENTS -</p> <p>Pacifica, Māori, Arts and Sports Awards Prizegivings Reports Junior Exams Leavers Ceremony Yr 10 Camp</p>
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Digital Citizenship programme New Parents evening Polyfest			
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Strategic Intentions

Mission Statement	Together we create an environment for personal excellence.
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Vision	Vision Statement The Rosehill community will inspire students and staff to: <ol style="list-style-type: none"> 1. be enterprising, connected and powerful lifelong learners 2. foster manaakitanga and good global citizenship 3. be creative, critical thinkers and able users of knowledge
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Values	<p>Manaakitanga A rich and powerful term which encompasses elements such as hospitality, generosity, warmth and respect.</p> <p>Respectful 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.</p> <p>Responsibility Responsibility is making proper choices and doing the right thing because you were asked to and you said you would.</p> <p>Caring 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"> • Is culturally responsive. • Is an effective communicator, confident in a range of situations. • Is socially adept, empathetic, treating others with tolerance and kindness. 	<ul style="list-style-type: none"> • Strives for personal excellence. • Is a resilient risk-taker. • Is able to manage themselves. • Can lead or contribute to a team. • Is a creative and critical thinker. • Is literate and numerate. 	<ul style="list-style-type: none"> • Is future-focused and globally aware. • Connects as a positive role model. • Has a strong and positive sense of who they are, where they belong and where they are going.



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.
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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:

- Waiau 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.
- Gellert Road, Sim Road, Bycroft Road, Woodlyn Road, Snelgars Road
- Burt Road to the intersection with Needham Road – from 155 Burt Road onwards.
- Needham Road, Solataire Road, Cheriton Lane
- Runciman Road to the intersection with Coulston – From 377 Runciman Road onwards – not 368 Runciman Road.
- Tuhimata – to the first stream from the Runciman/Tuhimata intersection 479 Tuhimata.
- Ingram Road.

South (East of motorway):

- 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.
- Ponga Road – from the intersection of Opaheke Road and Sutton Road to the intersection of McEntee Road including McEntee Road.

Urban Home Zone Boundary

North: Manurewa/Takanini Motorway interchange

West: Manukau Harbour, Pahurehure Inlet, East of motorway

South: Main trunk railway line

East: Main trunk railway line

	<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>Rosehill Pathway Kahui Ako</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 6600.</p> <p>The ethnicity of the Kahui Ako is 43% NZ/European/Pakeha, 28% Māori, 10% Pacific 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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<p>Principles based on the NZC</p>	<p>Curriculum</p> <p>The Board 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.</p> <p>Our teaching practice is based on the Effective Pedagogy section in the New Zealand Curriculum and culturally responsive and relational pedagogy.</p> <p>The 2015 ERO report on the school had this to say about our curriculum: <i>The curriculum promotes and supports student learning effectively. Learning programmes are under continuous review to ensure students have opportunities to succeed.</i> <i>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.</i></p> <p>The most recent ERO report, December 2018, noted the following Key Strengths of the school: <i>For sustained improvement and future learner success, the school can draw on existing strengths in:</i></p> <ul style="list-style-type: none"> ● <i>leadership that promotes positive connections and relationships that actively support equity and excellence for all learners</i> ● <i>pastoral care that responds to students' needs, promotes their wellbeing and supports their learning success</i> ● <i>strategic goals and professional learning that are aligned to promote cultural responsiveness.</i> <p>Equity</p> <p>The Board 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.</p> <p>Equal Educational Opportunity:</p>
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	<p>The Board will ensure equal opportunity for all students to participate and succeed in the full range of school activities. The Board 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.</p> <p>They will include programmes that redress existing inequities and address the current and future needs of students, particularly:</p> <ul style="list-style-type: none"> ● Māori ● Pacific Island ● Other ethnic groups ● Students with disabilities ● Students with other special learning needs
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<p>Māori Dimensions and Cultural Diversity</p>	<p>Treaty of Waitangi</p> <p>The Board is committed to developing policies and practices which reflect New Zealand's dual cultural heritage.</p> <p>The College is committed to the bicultural partnership under te Tiriti o Waitangi.</p> <p>Through our commitment to Māori achievement and Pacific 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.</p>
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Baseline Data / School Context

Students' Learning	NCEA Achievement							
		2015	2016	2017	2018	2019	2020	2021
	L1 All	69.4	70.6	67.2	58.3	58.5	63.7	64
	L1 Māori	60.8	52.5	48.8	34.7	38.3	43.3	49
	L1 Pacific	59.3	69.0	63.8	34.6	44.8	43.5	45
	L2 All	74.4	79.2	83.4	67.0	71.0	67.1	76
	L2 Māori	60.8	67.1	71.9	60.0	58.3	48.9	54
	L2 Pacific	61.3	70.7	78.6	63.9	52.4	52.4	58
	L3 All	63.1	56.4	58.7	59.6	53.1	68.4	68
	L3 Māori	47.6	37.5	42.0	49.0	39.0	45.9	50
	L3 Pacific	50.0	42.3	38.1	41.4	39.7	61.8	55
	UE All	41.4	42.3	39.8	38.8	35.1	38.8	53
	UE Māori	19.0	28.6	18.0	24.5	18.6	27.0	33
	UE Pacific	34.4	23.1	16.7	10.3	19.0	23.5	42
Student Engagement	Attendance							
		2015	2016	2017	2018	2019	2020	2021
	All	90.1%	89.2%	87.5%	87.4%	86.4%	88.4%	64.7%
	Māori	85.6%	84.2%	82.8%	81.2%	80.3%	82.8%	58.9%
	Pacific	88.5%	87.4%	85.3%	84.4%	81.6%	85.4%	60.8%
	NZ European	91.7%	91.3%	89.2%	89.8%	89.2%	90.9%	67.8%
Attendance in 2019 was affected by the measles outbreak in August/ September that year. Attendance in 2020m was affected by Covid 19 and the lockdowns of that year. Attendance in 2021 was again affected by Covid 19 and the lockdowns that totalled about 4 months of the year.								

Discipline - Stand downs

	2015	2016	2017	2018	2019	2020	2021
All	61	52	111	117	105	97	44
Māori	24	30	71	62	50	55	29
Pacific	7	5	8	22	17	18	5
NZ European	25	15	26	25	34	22	8

Discipline - Suspensions (excluded/expelled)

	2015	2016	2017	2018	2019	2020	2021
All	8 (2)	6 (2)	14 (7)	21 (11)	16 (7)	9 (6)	6 (2)
Māori	5(1)	4 (1)	8 (7)	16 (8)	11 (5)	5 (4)	6 (2)
Pacific	1	0	2	2 (1)	2	3 (2)	0
NZ European	2(1)	1 (1)	4	3 (2)	2 (1)	1	0

Retention (2021 data will be added when available)

	2015		2016		2017		2018		2019		2020		2021	
	At least 17 years		At least 17 years		At least 17 years		At least 17 years		At least 17 years		At least 17 years		At least 17 years	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Māori	45	63	63	81	62	58	65	57	68	63	53	55		
Pacific	31	84	21	75	35	66	34	61	58	85	43	72		
NZ European	178	80	131	82	145	82	195	78	158	73	169	79		
Total	279	78	281	81	304	74	299	75	303	77	273	78		

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. It has been adopted by the Rosehill Pathway Kahui Ako as a measurement tool, which coupled with Covid 19, has disrupted the testing timetable.

Review of Charter and Consultation	A community consultation was conducted in August 2021, which unfortunately coincided with the Alert Level 4 lockdown due to Covid 19. 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, as well as the information gained from the responses to the consultation, have contributed to the current plan.
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Department Templates

Faculty Vision 2025			
Hihiritanga			
What the faculty / area is like now (describe).	What we will be like at the end of 2025.	What we need to change / modify before 2025.	What support is needed to achieve the vision.

Annual Goal			
Rangatiratanga			
Which faculty/area strategy/target will we focus on for 2022?	What milestone/s will be reached in 2022?	What will we need to do differently in 2022?	What support is needed in 2022?

Annual Goal			
Whanaungatanga			
Which faculty/area strategy/target will we focus on for 2022?	What milestone/s will be reached in 2022?	What will we need to do differently in 2022?	What support is needed in 2022?

Annual Goal			
Manaakitanga			
Which faculty/area strategy/target will we focus on for 2022?	What milestone/s will be reached in 2022?	What will we need to do differently in 2022?	What support is needed in 2022?

