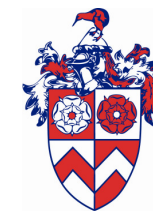


ROSEHILL COLLEGE ANNUAL PLAN 2010



VISION STATEMENT

The Rosehill community will inspire students and staff to:

1. be enterprising and powerful lifelong learners
2. foster manaakitanga and good citizenship
3. be creative thinkers and able users of knowledge

The Annual Plan 2010 continues to focus on learning and teaching and to ensure positive learning outcomes for all students under the New Zealand Curriculum. This plan aims to embed the practices begun in 2009 and hence some of the 2009 goals are repeated as priorities for the current year. All students will be encouraged and mentored to aim for personal excellence. Specific focus will be directed to those groups of students who have particular needs.

As in every year, there will be other initiatives that are ongoing and not specifically included in the plan. These include having another cohort of teachers being trained in Te Kotahitanga, expanding our use of Gateway, creating opportunities for leadership among junior students, and promoting further use of restorative practices and the implementation of NZC.

The professional development plan for 2010 will focus on the main elements in this plan especially. Staff will have options within the design of the professional development programme to cater for differing needs and strengths.

The SMT will report to the staff and board on progress towards achieving the goals below at the start of Terms two, three and four.

STRATEGIC GOAL 1 Teaching and Learning

This goal includes student achievement, teaching and learning programmes, professional development opportunities for staff, pedagogy and Te Kotahitanga, and student behaviour management.

Priorities	Actions	Success Indicators
Integrate and promote School Values in learning and teaching, in the classroom, through co-curricular activities and into school documentation.	<ul style="list-style-type: none"> • Consult with Maori community about developing values that reflect our dual heritage. • Design of curriculum material will explicitly include the School Values • Include the School Values in school documentation 	School Values are modelled by staff, promoted explicitly through learning and teaching programmes and evident in all school documentation. Referrals of students for poor behaviour around the grounds decrease from 2009 levels.

Priorities	Actions	Success Indicators
Ensure that all classes receive quality teaching in line with the NZ Curriculum and that students are engaged in learning.	<ul style="list-style-type: none"> • Rosehill College Pedagogy will be established and form the basis for teaching across all faculties. This will include the Teaching as Inquiry model. • Continue the implementation of the Secondary Numeracy Project • Professional Development modules will reflect the priorities of Learning and Teaching in this plan. • Teachers will use all forms of assessment data to apply to the Teaching as Inquiry model. Data may include, but is not restricted to, information from the Do Now, pre-tests, formative assessment, PAT data, and asTTle data. Teachers and HODs will use summative assessment data to inform changes to programmes for future years. • Attendance data will be used to provide a measure of student engagement. • Students will be surveyed using Survey Monkey or small focus groups to gauge the level of challenge experienced by students in classes. 	Student attendance in all classes is 95% and the use of reflection and withdrawal sheets decreases from 2009 levels. Teachers produce evidence that the Rosehill College pedagogy has been established by showing the use of data in the teaching as inquiry model. Student achievement in junior mathematics is higher than in previous years.
Achieve NCEA results that are similar or better than our benchmark schools.	<ul style="list-style-type: none"> • Teachers will enter assessment data into KAMAR as soon as it has been finalised. • Tutor teachers will be provided with NCEA data every two weeks from the end of Term1 to monitor and discuss with their senior students. • HODs and department teachers will review the aligned standards for Level 1 and adjust their Year 11 programmes for 2011 accordingly. 	NCEA results, for all levels, both genders and all ethnicities are at least as good as those schools in our benchmark group.
Lift Maori and Pasifika students' achievement so their results are similar or better than other students at Rosehill College.	<ul style="list-style-type: none"> • Restructure our He Kakano programme to provide more successful mentoring of Year 11 Maori and Pasifika students. • Homework Centre to provide support for Maori and Pasifika students operates from mid term 1. • HOHs meet with small groups of Year 11 Maori and Pasifika students in Term 1 to ensure that they understand the requirements and implications of NCEA assessment and continue to meet at least once each term 	All test results, including classroom, faculty, standardised and NCEA results, show that Maori and Pasifika achievement is at least as good as that of other students at Rosehill College.
Raise awareness of, and cater for, Gifted and Talented Students	<ul style="list-style-type: none"> • Ensure that all teachers are aware of the definitions of GATE abilities and characteristics exhibited by, and hence identification of, GATE students through staff meeting presentation in Term 1 • Identify and publicise to staff the Gifted and Talented students • Provide PD opportunities for teachers in catering for the needs of GATE students within the classroom. 	Register of GATE students is publicised to staff and outcomes for individuals reflect their specific abilities and talents.

STRATEGIC GOAL 2 Valuing People in our Community

This goal includes valuing students, staff, school families/whanau, our partner schools, and ensuring we have effective staff recruitment and retention processes and effective induction of new students to Rosehill College. One aim is to ensure that the College is well regarded in our community.

Priorities	Actions	Success Indicators
Increase parent/community communication and involvement	<ul style="list-style-type: none"> • Tutor teachers contact parents/caregivers of Year 9 tutor group students to obtain current email addresses and cell phone numbers. • All staff, if receiving an email from a parent, check that the email address is entered in school database. • Create distribution lists for specific groups of parents to email or text information. • Printed information e.g. weekly newsletter will be available on request from the Student Office. • Teachers use email to communicate with parents/caregivers with regard to students' progress. • For meetings for specific groups of parents e.g. Year 10 Maori and Pasifika students and their parents, tutor teachers make contact by phone and email to inform them of the meeting and its purpose • Explore the possibility of erecting an events board that can be seen by the wider school community. 	<p>Increased number of parent/caregiver email addresses in school database.</p> <p>Increased numbers of parents/caregivers at school meetings.</p> <p>Increased numbers of parents/caregivers receive the weekly newsletter by email.</p>
Support teaching staff to nurture and develop high quality teaching.	<ul style="list-style-type: none"> • Restructure the Performance Management System to reflect the Rosehill pedagogy and the use of data. • Continue to refine the Classroom Behaviour Management System to better support teachers in the classroom. • HODs demonstrate via the Performance Management System that their teachers are effective classroom managers. • Consult with teachers on what PD modules aligned to the annual plan should be offered and encourage excellent practitioners to lead such modules to share best practice. • Allocate departmental PD time to further the implementation of the NZC and alignment of NCEA standards. • Implement SMT observations for those teachers not involved in Te Kotahitanga. • Continue to use the Staff Climate Survey in Terms 1 and 3. 	<p>Teachers lead PD and feel recognised for their best practice.</p> <p>Teachers feel supported in their professional development and teaching practice.</p> <p>Referrals of students for poor classroom behaviour decrease from 2009 levels.</p>
Introduce the first year of the Junior Diploma for Year 9, the Year 9 Certificate, to recognise student learning and behaviour.	<ul style="list-style-type: none"> • Develop the format and presentation of Junior Diploma reporting. • Parents will receive a report on progress towards the requirements of the Certificate each term. • Evaluate the efficacy of the Certificate in moderating student behaviour at the end of each term 	<p>Certificates awarded at end of Year 9 to those students who have met the requirements.</p> <p>Referrals of students for poor behaviour in classrooms and around the grounds decrease from 2009 levels.</p>
Raise the profile of the College in the local community.	<ul style="list-style-type: none"> • Inform the local press of Rosehill community successes – students and staff. Circulate this information to partner schools. • SMT approach partner schools to speak to parent information evenings in Term 2. 	<p>Rosehill College appears positively in the local press.</p>

STRATEGIC GOAL 3 Physical Environment

This goal includes providing the best possible classrooms and other buildings and amenities around the school, maintaining our grounds in excellent order, and expanding the finances available to the College.

Priorities	Actions	Success Indicators
Improve the school physical environment	<ul style="list-style-type: none"> • Explore ways with the Student Leaders and Student Council to encourage students to have a sense of ownership and pride in the school environment. • Repairs are actioned as necessary and as soon as possible. • Completion of the Whare Wananga, and the implementation of all the associated cultural protocols and educational programmes relevant to the NZC. • Whare Wananga utilised by other KSHG (Key Stake Holder Groups). • Development and design of an educational manual giving the whakapapa etc of the Whare Wananga. 	<p>School grounds are kept clean and in good repair on a daily basis.</p> <p>Increased community participation in the school's activities and with students.</p> <p>Improved communication and personal relationships between students, staff and the wider community.</p> <p>Whare Wananga viewed as an iconic symbol by staff, students and the community of "Treaty Partnership".</p>
Improve the classroom learning environment	<ul style="list-style-type: none"> • Value and care for classroom learning spaces by keeping them orderly and tidy. • Upgrade classrooms in accordance with the property plan. • Explore ways of increasing the provision of ICT in the classroom. 	<p>Classrooms are well managed, pleasant environments for learning.</p> <p>Upgrade of X Block is progressed.</p>