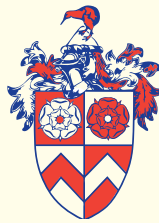




# ROSEHILL COLLEGE

PROSPECTUS 2010





# Rosehill College

ROSEHILL COLLEGE is a school which has high expectations of students and achieves correspondingly high results.

Our focus is on academic achievement across the very broad range of subjects we offer. We are interested primarily in student learning and in ensuring that the College provides an environment for personal excellence.

It is our view that every student who walks through our gates has the capacity to succeed, according to their abilities, skills and effort.

Learning, of course, takes place well beyond the classroom. This is why the College has an extensive and impressive range of programmes and activities designed to develop and extend cultural, sporting and leadership abilities and potential. A new focus area in 2010 will be junior leadership. Some of these activities are described in this prospectus.

**The key features of our success and our mission as a College are:**

## The Curriculum

AS A LARGE, progressive and innovative College we offer a comprehensive curriculum well beyond the reach of most other New Zealand schools. The range of subjects and qualifications available provide a wide choice to students. A brief outline is provided in this prospectus. More details about the curriculum are provided on our web page at [www.rosehill-college.co.nz](http://www.rosehill-college.co.nz).

## The Facilities

THE COLLEGE is well-resourced and modern. In the past four to five years a huge programme of development has occurred. This has meant that we work in many new/refurbished buildings.

The Board has invested heavily in ICT (Information and Communication Technology) facilities. ICT is becoming



well integrated into teaching programmes. The BOT built a new Sports Centre in 2008. An extension to our Library, a new Centre for International Students and an upgrade of our administration area were completed in recent years. Property upgrades in 2009 include a substantial Performing Arts Centre and a Whanau Centre.

## Pastoral Care

ROSEHILL COLLEGE is committed to providing a safe environment for students to learn in. Our Pastoral Care Team of six Heads of House, two counsellors, RTLB, Kaimanaaki and Nurse provide extensive advice and guidance to students and families. The College is committed to the principles of restorative justice.

## The Teaching Staff

SELECTION OF STAFF is the most important task of the Principal and the Board. The College attracts quality applicants for positions because of its national profile and because it provides, and funds, extensive professional development and training opportunities for teachers on an ongoing basis.

## A Commitment to Individual Students

OUR HOUSE structure is fundamental to the way students and staff operate. Students are placed in one of six Houses for the duration of their time at the College. Each House has approximately 300 students and 13 tutor group teachers in it.

Each House is lead by a Head of House who is a senior member of staff. The Head of House, in association with the tutor group teachers and four student leaders, has prime responsibility for each individual student in the House. It is through this "schools within a school" approach in conjunction with our Pastoral Care Team, that Rosehill College ensures that each and every student receives personal care and attention.

**Graeme Macann**  
**PRINCIPAL**

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## Mission Statement

“TOGETHER WE PROVIDE AN ENVIRONMENT FOR PERSONAL EXCELLENCE”

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## An Academic Focus

AT ROSEHILL COLLEGE, we have an academic focus and high expectations. We expect students to work hard. We place considerable importance on ensuring that classrooms are stimulating and well-disciplined environments.

One of our guiding principles is that it is our responsibility to ensure that all students use their ability to fulfil their potential.

Advanced classes in a range of subjects are operated for gifted and talented students, through Years 9, 10 and 11. Students in need of remedial assistance, particularly in literacy and numeracy skills, receive specialist support from our Learner Support Department.

We also place considerable emphasis on personal responsibility. Systems are in place to ensure that students who fail to deliver to their capabilities are identified, challenged and assisted.

## A Broad Balanced Curriculum

STUDENTS AT ROSEHILL COLLEGE enjoy a broad, balanced and challenging curriculum, which is designed to equip them with the knowledge and skills to cope with the demands of the 21st century. Students study in all of the Essential Learning Areas of the National Curriculum in Years 9 and Year 10. In Year 11, we strongly recommend continued breadth.



### In Year 9...

STUDENTS WILL BE required to study English, Mathematics, Science, Social Science, Health/Physical Education, Technology, the Arts (two of Visual Art, Drama, Music or Dance) and an international language. A comprehensive course is available for those who wish to study Te Reo Maori.

### In Year 10...

THE COURSES OFFERED are much the same as in Year 9.

### In Year 11...

STUDENTS WILL STUDY TOWARDS the National Certificate of Educational Achievement and will be required to study a course in English, Mathematics and Science. In addition students may choose three other full-year courses selected from the Social Sciences, the Arts, Technology, Physical Education/Health, Business Education or Languages curricula.

### In Year 12...

STUDENTS MUST study English and five other courses. We offer a wide range of academic & vocational courses for students to choose from. All courses lead towards NCEA or another National Certificate. It is possible for some students in Year 12 to engage in multi-level study.

### In Years 13 and 14...

STUDENTS MUST select at least five courses. As in Year 12, we offer a wide range of academic and vocational courses for students to choose from. All courses lead to NCEA and/or other National Certificates, as well as providing pathways to tertiary education. It is also possible for students at this level to study for the New Zealand Scholarship examinations. Some students also engage in multi-level study in Years 13 and 14.



# The House System

EVERY STUDENT is placed in one of six school Houses on his/her arrival at the College. Each House has thirteen tutor classes organised "vertically", with about 25 students from Years 9, 10, 11, 12, 13 & 14 in the same group each year.

The tutor groups operate in the concept of 'family' units for students and as such are a vital element of our school community. The tutor group teacher has care of the same group each year with an annual cycle of Year 9s arriving from partner schools and seniors leaving for higher education and employment. The tutor group teacher develops a comprehensive understanding of their students both as people and as students.

The same principle is applied to the House. Once placed in a House, a student generally stays in that same House for his/her entire time at the College. In this way the Head of House also is likely to develop a sound knowledge of each student.

It is this "schools within a school" approach which we believe provides students with a sense of identity and pride, and at the same time enables staff to carefully monitor academic and personal progress. Apart from this very important function, the House System also provides the opportunity for some competitive, good-natured inter-house sporting and recreational activities.

To this end, the focus of the House is on helping students develop their self esteem and resiliency, two qualities essential for achievement of one's personal best and for success in any enterprise. We are passionate about building an inclusive culture and students are encouraged to get involved with all aspects of school life including House events.



## Manutaki

*Ano he Manutaki - Just like a leading bird. A manutaki is the leading bird in a flock of migrating birds. It means "alert", "ever guiding the flock towards new destinations".*

Manutaki stands for the qualities of leadership and courage in forging new paths, and taking on new challenges. Our students are encouraged to take prominent roles in the wider life of the College, to strive to be at the front of the flock, and to take pride in belonging to a group which is moving forward. Senior students and leaders show the way and practice an inclusive culture



## Pounamu

*"POUNAMU" is the Maori word for Jade (Greenstone) which is precious and highly treasured by its owners regardless of size. The associated Maori proverb is "Ahakoa he iti he pounamu" which translates to "although it is small, it is precious".*

The Primary aim of the House is to encourage a strong involvement of all house members in activities both in class and extra-curricular activities, across the school. Academic success and the promotion of personal excellence is acknowledged across the house.



## Rangatahi

*Ka pu te ruha Ka hao te Rangatahi "The old net is cast aside, the new net goes fishing".* The word Rangatahi is synonymous with youth. The rangatahi is the new net, the young people, who are the leaders of tomorrow. This proverb is uttered when a leader is ready to stand down and hand his or her mantle over to the next generation.

Rangatahi prides itself on House spirit and we enjoy celebrating the successes of the house and of individuals within the house, academically, culturally and in the sports area. Students in Rangatahi are provided with opportunities to give of their best as well as work together in a team to produce the best possible results.



## Taikura

*'Ko te reo te taikura ki te Whakaa marama' - Language is the key to Understanding.*

Taikura is synonymous with enlightenment in that it is used to indicate that the student has attained the key to understanding, has reached the threshold of knowledge - the penny has dropped!

Taikura is proud of its house spirit and encourages students to become involved in academic sporting and cultural areas. Important to us is consistency and unity across the school and a sense of belonging for all students in the House.

## The Six Houses



## Atawhai

*Instil your kindness in others.* The word "ATAWHAI" means "to show kindness", "to foster all things positive", "to be liberal", "to be kindly disposed". This word is found in the Maori translation of the national anthem, which literally means to instil within us kindness and compassion. It is used to describe people who look after their visitors and their own people.

Atawhai is a house that tries to live by its motto. We work hard to be a caring and inclusive house. The main way in which this manifests itself is through the encouragement and support that Atawhai students give to each other during various House events. This includes inter-house competitions as well as more regular house gatherings. Students feel free to participate in a variety of activities in a caring and supportive environment.



## Kahurangi

*Kahurangi is the name given to a type of pale greenstone and is used to identify women of high rank. The associated proverb "Whaia te iti kahurangi" means "pursue the precious things in life". The second part of the proverb is "Mei he tuohu koe, he maunga teitei" which means "if one should bow, let it be to a lofty mountain", or in other words "never give in".*





# Cultural Activities

## Music

THE MUSIC DEPARTMENT -which is comprised of two main rooms, five practice rooms, one instrument store room, three enthusiastic music teachers, nine itinerant teachers and many wonderful students -is always vibrant and full of activity. The band room is a large room often used for rehearsals, while the practice rooms are constantly being utilised by students who are practising on their own, rehearsing in small groups, or learning new techniques and skills from itinerant teachers. The other classroom contains, for the use of students, eighteen computers with up-to-date Music theory, composition and aural-training software, as well as sixteen music keyboards.

Music is offered as a mainstream curriculum subject at all levels. Year 9 and 10 students have the opportunity to choose from a general Music course, an advanced course and a Band programme. Rosehill College is one of the few schools in New Zealand to offer the Band Programme, where students rapidly develop skills on an instrument and play in a class Concert Band as part of their timetabled course. Most of these students end up playing in the Junior Concert Band and , as their skills develop, the Senior Concert Band and Stage Band, where they represent their school on Music tours both in New Zealand and Overseas.

Year 11 students may choose a performance-based course or a more advanced course containing performance and music students standards. Year 12 and 13 students work very successfully on individualised programmes containing performance and music studies standards that suit present and future musical needs.

A weekly programme for instrumental and vocal tuition is provided free of charge, allowing students the opportunity to learn the following instruments from top class tutors:

- flute
- oboe
- clarinet
- bass clarinet
- alto saxophone
- tenor saxophone
- cornet
- trumpet
- French horn
- tenor horn
- trombone
- violin
- viola
- piano/keyboard
- vocals
- guitar
- bass guitar
- drum kit
- double bass

Music students have priority for these 30 minute group lessons, but all students are welcome to sign up.



Extra-curricular activities, open to all students, include:

- Senior Concert Band
- Junior Concert Band
- Brass Ensemble
- Stage Band
- Choir
- School Production
- Saxophone Group
- Flute Group
- Barbershop
- String Ensemble
- Rock groups

## Drama & Dance

WE HAVE A VITAL, creative and committed Drama and Dance Department at the College. In addition to Drama and Dance, which is offered as a mainstream curriculum subject at all levels, the College offers Performing Arts Technology at senior levels.

There is a range of co-curricular opportunities for students including lunchtime theatre sports, HipHop, the annual school production incorporating music, dance and acting, as well as the chance for students to participate in national events such as The Sheila Winn SHAKESPEARE Festival and BRING IT ON Hip Hop competition. Students interested in technology can become involved





with lighting, sound, set construction, stage make-up and stage crewing for annual productions.

The College is well known for the calibre of performance work by its students. The PTSA offers two annual Drama scholarships for students to attend the National Drama School during the holidays.

Brand new Drama buildings were opened in 2000 and there is ongoing commitment to developing further theatre and dance space within the College.

## Art

THE STRENGTH of Art in the College is reflected in the large numbers of students who select art courses. These include a wide range of two-dimensional, three-dimensional and design arts courses at both junior and senior levels. They cover all five practical art disciplines - painting, printmaking, design, photography and sculpture, as well as art history. Photography and design continue to be exciting growth areas within the department.

A highlight of the school cultural calendar is the art exhibition in which senior students display their artworks as a celebration and culmination of their year's achievement. Art room facilities, include an exhibition and senior study area, darkroom and print-making bay, five purpose-built art rooms and two ICT facilities which specialise in design computer software programmes.

## Kapahaka

IN SOME AREAS this is referred to as a "Dance" and many other nations would see it as that. In actual fact it is a "Performing Art", but to Maori it is part of their culture. On the aatamira (stage) it is all about expressing themselves, if there is a statement that needs to be heard it is usually on the stage in front of a crowd.

Our roopu are taught by people who do kapahaka for a living and give all their knowledge in this field to help our roopu place in the annual regionals in Auckland. ASB Polyfest, Te Mauri and Te Ahurea Tino Rangatiratanga are our main festivals and the competition gets harder every year. The ultimate aim of a group is to reach the Nationals and become the best in the country.

Rosehill have as reputation of being unique and is seen as a group to beware of. Commitment is the main ingredient for a performer, and when it all comes together it is a pleasure to see.



## International Language Studies

THE COLLEGE OFFERS a choice of four international languages: French, German, Spanish and Japanese. Each language develops basic competence, enabling students to communicate in a variety of situations related to travel, their own lives, and the world around them. Students also participate in a wide range of competitions organised by cultural associations such as the Alliance Francaise and the Goethe Society. Rosehill College also offers students exchange programmes and trips to Japan, New Caledonia, Tahiti, France, Germany, Spain and Latin America, as well as the opportunity to host overseas students here.





...an integral part  
of the teaching  
and learning  
process

## Information and Communication Technologies

THE COLLEGE has made a major commitment to the development of ICTs in the curriculum.

WE ARE COMMITTED to the development of ICTs as an integral part of the teaching and learning process. To this end, the College has trained teachers in the new technologies of the latest computer programmes, and to use digital cameras, laptops, television-computer-video units and data projectors, ensuring that teachers are at the forefront of 21st century technology.

Students have access to computers in pods stationed around the College, in the Library, in the three E-learning rooms and from nearly all classrooms. Students undertake world-wide web research, prepare presentations, communicate by email and store their work in individual computer work folders.

ROSNET, the College's intranet, can be accessed by staff and students from home, providing them with college

programmes and information, course information, links to www sites and homework tasks. We have a focus on information and communication strategies, ensuring that all students are trained in research skills.

Future investment will ensure that subject departments will continue to use up-to-date technology as an integral part of classroom lessons to improve student achievement.

Website: [www.rosehill-college.co.nz](http://www.rosehill-college.co.nz). This has the same front page as ROSNet and provides visitors with much information about enrolment, courses, policies, departments, student services and activities.

The College is determined to become one of the national leaders in the use of ICTs in classroom practice.



# Sports and Outdoor Education

## Sports Programme

THE COLLEGE OFFERS many different sports with access to coaching, and other opportunities, which will allow students to achieve their full potential in the sport of their choice.

The sports which may be offered for the Year 2010 include:

Athletics	Badminton	Basketball
BMX	Cricket	Cross Country
Cycling	Equestrian	Football
Golf	Gymnastics	Hockey
Mountain Biking	Multisport (Duathlon, Triathlon, Aquathlon)	
Netball	Rowing	Rugby Union
Skiing	Snowboarding	Softball
Squash	Swimming	Tennis
Touch	Trampolining	Volleyball
Water Polo	Wrestling	Yachting

The Board of Trustees and PTSA (Parent Teacher Student Association) provide generous support to the sport programme to ensure that it is capable of providing opportunities to both participate and to excel.

The College is proud to acknowledge national prominence in a number of sporting codes.

The Sports Office is open to students at interval and lunchtime. Parents are welcome to telephone the office at any time for sports information, or to offer assistance.

## Camps

AT ROSEHILL COLLEGE we provide an opportunity for all students to attend a three-day camp at Year 10. We also run a range of other camps for senior students in physical education classes and a camp for our school leaders. A camp for our international students is offered each year. The annual Year 10 camps are based at the Waharau Outdoor Education Centre, which the school owns in partnership with three other schools. The programme is run by a combination of teachers and specialist instructors, and has a focus of personal challenge and teamwork.

The following Activities occur on camp:

Raft building, Kayaking, Sailing, Archery, Tramping, a low/high Challenge Rope Course, an Overnight Camp and a trip to Miranda Hot Pools.





# Leadership

## Student Leadership

THE DEVELOPMENT OF leadership is very important at Rosehill College and there are plenty of opportunities for involvement, including sports, cultural activities, music, drama, and debating.

*The Head Students:* There are four Head Students and they play a key role in facilitating the flow of information from all levels in the school to the Principal. Each Head Student chairs one of the student committees - Cultural, Social, Performing Arts, and Sport. Ad hoc committees are also established to consider the environment, the Study Room, the Ball and the variety of cultures.

*House Leaders:* Each of the six Houses has four leaders and each leader is on one of the student committees. House leaders take an active role in running assemblies, organising inter-house competitions and chairing House Council meetings.

*House Councils* are made up of representatives from each tutor group. Regular meetings deal with issues raised by the students.

*Board of Trustees Student Representative:* Year 10 to 13 students elect a representative to the BOT. The student representative attends monthly meetings of the BOT.

*Ministry of Youth Representatives:* Two Year 13 students work with the Ministry to represent student views to the Government.

## Student Advisors

EACH YEAR OVER 200 Year 12 and Year 13 students put their names forward to be trained as Student Advisors.

In Term one, Student Advisors take a major role in helping and guiding Year 9 students in their first year at Rosehill College by facilitating the Peer Support Programme. Later, in Terms 2 and 3, a smaller number of Student Advisors are selected to work in small specialist teams which focus on different aspects of support for all students, and in building positive values school-wide.

Teams have included:

- PSSP Team (Peer Sexuality Support Programme)  
These students are trained to support others in a wide range of issues around sexuality, relationships and self-esteem
- 'Choose the Right'  
This team of approximately 30 students, selected from Years 10-13, are given responsibility for assisting in promoting and maintaining a respectful school environment. Qualities desired in team members are numerous but the ability to relate positively and powerfully with a wide range of students is vital.

# Rosehill College ...an Environment for Personal Excellence





# Partnership with Parents

## Personal Contact between College and Parents

THE COLLEGE PLACES a great emphasis on working with parents as much as possible. The key assumption is that a partnership between school and home is the most effective means of creating a positive and effective learning climate.

Heads of Houses and teachers will generally initiate contact if concerns are being expressed about a student's progress. At the same time, the College encourages parents to contact the appropriate Head of House or tutor group teacher if the parent or the student has concerns about progress.

All Heads of Houses are available by phone, and voice mail messages can be easily left.

## Parent Teacher Student Interviews

THE COLLEGE RUNS two sets of interviews each year during which parents and students can have a face-to-face meeting with all their teachers. Students are encouraged to attend the interviews wherever possible. Dates for the interviews are published at the beginning of the year in the annual calendar which is on our website.

## Student Reports

STUDENTS RECEIVE three reports each year. The first one is an early progress report, which is issued at the end of the first term. The other two reports are detailed achievement reports, which are issued at the end of Terms 2 and 4. The specific dates of issue are published in the annual calendar.

## Newsletters

THE COLLEGE believes that accurate and rapid communication is essential to successfully operate a large school. For this reason students are issued with a weekly newsletter on Fridays, to take home. This is issued, without fail, at the end of each week. A copy of the weekly newsletter is available on the College's website: [www.rosehill-college.co.nz](http://www.rosehill-college.co.nz)

## Parent Teacher Student Association (PTSA)

THE ROSEHILL COLLEGE PTSA is a very important group of parents, teachers and students who meet twice a term. Interesting speakers are often invited to these meetings since the organisation sees itself primarily as an information and discussion group for parents.

The PTSA has responsibility for running the College Canteen. Cash grants are provided to the College on a regular basis. For example, a substantial portion of the funds for our gardens, Sports Centre, and ICT equipment was raised by the PTSA, using money from Work Days and the Canteen.

Apart from the Canteen, the major fundraiser the PTSA organises is the Junior Work Day. Students donate money received for this to the College to be used for a PTSA project. In recent years Work Day money has been used to contribute to the cost of the new Gymnasium and lunchtime activity equipment.

Details about PTSA meetings will be published in the annual calendar and in the College Newsletter.

## Te Whanau Awhina Roopu Maori Parents' Support Group

KUA WHAKATURIA tetahi whanau tautoko e ngā mātua. Ka hui tenei whanau ia marama. Ko tā rātou mahi, he tautoko, he arataki, he awhina I ngā tamariki, ngā mātua e hiahia awhina ana me te kaiwhakahaere o te Tari Maori. Ka whakamohio atu te wā me te rā mo aua hui ki roto I te panui-a-kura ia marama.

E hiahia whakamarama koe, waea mai 09-295-0661 extn 856. A support group has been established by parents for parents. This group meets regularly. Their role is to support, offer guidance and assistance to parents, with the support of the Head of the Maori Department. Notification of these meetings is published in the school weekly notices and in the panui from the kaimanaaki.





## Homework

HOMework IS CONSIDERED an essential part of student learning and of the partnership between school and home. Students are issued with a homework diary at the beginning of the year and are expected to keep the diary up-to-date.

The amount of homework issued by teachers will vary according to the time of year. Junior students (Years 9 and 10) should expect to spend up to an average of an hour, or hour and a half, each weekday completing homework. Senior students (Years 11, 12 and 13) should expect to spend an average of two and a half hours, per weekday completing homework.



# Rosehill College Code of Expectations

The Rosehill College Code of Expectations was developed by staff, students and parents in a co-operative joint venture.

THE COLLEGE has high standards of behaviour, and expects that all classrooms will be disciplined, friendly, positive, learning environments. It is important to note that this code applies to all students from the time they leave home at the beginning of the day to the time they return home at the end of the day. It also applies to students attending as spectators, or involved as participants in any school function, sports fixture, field trip or camp held outside normal school hours.

**Rosehill College**  
*Together we provide an environment for personal excellence*

## Rosehill Expectations

- Respect all
- Organisation
- Smoking, drugs and alcohol banned
- Enthusiastic involvement
- Hands and objects to yourself
- Interact with all cultures
- Let teachers teach
- Let students learn
- Communication and co-operation
- Opportunities for personal excellence
- Listen and participate in all aspects of school
- Learn in a positive and safe environment
- Ensure fun learning
- Gain life skills
- Encourage equality





# Rosehill College ...the

Teaching Staff ...the Curriculum ...the Facilities ...the

 Commitment to the Individual ...the School





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