

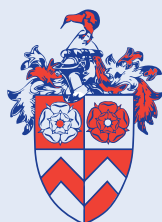


ROSEHILL COLLEGE

PROSPECTUS 2012







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 expectation that every student who walks through our gates will 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 for both juniors and seniors. 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 many other New Zealand schools. The College's values and the key competencies form an integral part of our curriculum. 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

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 of Trustees has invested heavily in ICT (Information and Communication Technology) facilities. ICT is becoming



well integrated into teaching programmes. In recent years the BOT has built a new Sports Centre, an extension to our Library, a new centre for International Students and upgraded our administration area. Other property upgrades here have included a Performing Arts Centre and a Whare Wananga.

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, RTL, 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 led 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

Mission Statement

“TOGETHER WE PROVIDE AN ENVIRONMENT FOR PERSONAL EXCELLENCE”



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 and 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.



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

Information and Communication Technologies

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

WE SEE ICTs as an integral part of the teaching and learning process. To this end, the College has teachers with knowledge of the latest computer programmes. Our teaching uses digital cameras, laptops, data projectors and e-learning rooms.

Students have access to computers in pods stationed around the College, in the Library, in the three learning rooms in Technology, in Art, in Science and in specialist subject 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 by the school and families will establish a platform in the school to use up-to-date technology as an integral part of classroom lessons to improve student achievement.

Website: 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 provide opportunities for students to effectively use the technologies available.

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. Academic coaching takes place in tutor groups.

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.

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.



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".



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". It also invites students to excel through service to others.



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".



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.



Taikura

'Ko te reo te taikura ki te Whakaao marama' - Language is the key to Understanding. Taikura is the red heart found at the heart of the totara tree. It is used to make only the most prized of possessions. As such, Taikura is a word to be closely associated with learning.

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 – Community, Events, Arts and Sport. Adhoc committees are also established to consider the environment, the Study Room and other elements of the school.

House Leaders: Each of the six Houses has four senior leaders and three junior leaders, with each leader assisting a student committee. House leaders take an active role in running assemblies, organising inter-house competitions and chairing House Council meetings.

Student Council Representatives: Two appointed students from each year level consult with the student body on school-wide issues.

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.

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.

The PSSP Team as outlined below is one example. Other teams are formed if a need arises.

- 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.

Rosehill College ...an Environment for Personal Excellence



Cultural Activities

Music

THE MUSIC DEPARTMENT is comprised of two main rooms, five practice rooms, one instrument store room, three enthusiastic music teachers, nine itinerant teachers and many wonderful students. It 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. From these authentic learning experiences students are well equipped to represent their school at music festivals and 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 studies 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
- bassoon
- 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
- Woodwind Ensemble
- 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 theatresport competitions. 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 one annual Drama scholarship for students to attend the National Drama School during the holidays.

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 area, print-making bay, five purpose-built art rooms and a digital darkroom supported by three ICT Pods.

Kapahaka

KAPAHAKA is seen as a form of expression. Up on the stage the students make a statement which usually has a message for those in the audience, especially the judges. Discipline plays a big part and contributes to the student's self esteem and confidence. Our roopu is taught by tutors who teach and perform Kapahaka as a career. Their knowledge and skills have assisted our group gain impressive results in the annual regional Auckland competitions.

Rosehill College has a reputation for being a unique contributor to the national Kapahakascene. ASB Polyfest, Te Mauri and Te Ahurea Tino Rangatiratanga are our main festivals and although the competition becomes harder each year, the school's goal is to reach the national competition and become the best in the country.



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.



Sports and Outdoor Education

Sports Programme

THE COLLEGE OFFERS a range of 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 College is proud to acknowledge national prominence in a number of sporting codes with several previous and current students going onto represent New Zealand and/or obtain scholarships.

For top athletes our Elite Sports Programme (ESP) is available by application. This Programme endeavours to augment the training and coaching that an athlete receives from his/her sporting code. The athlete is able to utilize one on one mentoring to optimize their education and sporting goals. Athletes that enter into the Elite Sports Programme also have the opportunity to be recommended to the Bruce Pulman Elite Sport Academy for further help by working with renowned sport psychologist Craig Lewis.

The sports which may be offered in 2012 include:

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



Casual sport and equipment is available during interval and lunchtimes, along with house sport competitions running throughout the year.

The Sports Office is open to students at interval and lunchtime and parents are welcome to telephone the office at any time for sports information, or to offer assistance. Information is also available on the website which is updated regularly.

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 for all students to both participate and to excel.





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, Tutor Group teachers, and classroom 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.

Student Achievement Meetings

THE COLLEGE RUNS two sets of student, parents and teacher meetings each year. The first of these meetings will be between parents, students and the student's tutor group teacher. The second will be with subject teachers. 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 families are emailed a weekly newsletter each Friday, giving details of both upcoming and completed events. 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

Homework

HOMEWORK IS CONSIDERED an essential part of student learning and of the partnership between school and home. Students need to purchase a diary at the beginning of the year and are expected to keep it up-to-date regarding homework.

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.



Parent Teacher Student Association (PTSA)

PRIMARILY ACTING AS A parent information and discussion group, the Rosehill College PTSA is a group of parents, teachers and students who meet twice a term. Speakers of interest to parents are regularly organised for these meetings. The PTSA has responsibility for running the school canteen, with canteen proceeds enabling cash grants to be directed to school projects such as general landscaping, major building development and ICT equipment for the classroom.

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

Te Roopu Awhina 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.







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