

**This is the Charter of**

**ROSEHILL COLLEGE**

**August 2011**

## **Mission Statement**

‘Together we provide an environment for personal  
excellence’

Rosehill College is a large state co-educational school.

### **General description**

The college consists of 1739 students (July 2011 Return) with 46% male and 54% female. Some 52% of the student population is NZ European/Pakeha, 22% Maori, 6% Pacific Island, 6% Indian and 6% Asian.

The college regards itself as the leading school in the region in terms of academic, sporting and cultural activities. Its philosophy of personal excellence is constantly articulated and reinforced by the staff. The college places great importance on community and student input. A policy of self review is part of the vision of the college, and staff are expected to meet the needs of individual students as far as is possible.

There are currently 117 teaching staff, excluding itinerant teachers of music. We have 48 support staff. Staff are drawn from a good spread of ages and nationalities.

Recent property developments include the completion and opening of a wananga (named Moemoea), the refurbishment of some 12 classrooms and upgraded student toilets. Repairs to the swimming pool have extended its life and made it available again to a local swimming club. This year we opened a centre for Gifted and Talented students.

The current strategic plan was developed in 2011 and runs through to 2016. The Board are in the process of developing a new five year strategic plan.

Community involvement in the college is positive and useful. A parent support group meets twice a term and together with students and staff compose the Parent Teacher Student Association (PTSA). The PTSA is responsible for information, dissemination to parents and for fund-raising. The College's whanau support group (Te Awhina Roopu) often has well-attended hui. Te Awhina Roopu has two representatives on the Board of Trustees.

The establishment of the Student Council last year, chaired by the Student Trustee, has given students a greater voice in the school, and the introduction of Junior House leaders has provided more leadership opportunities. We are also using online questionnaires more than ever before with students to increase their opportunities to express their views about school life.

### **Particular features of the college include:**

- A commitment to self review
- A commitment to engagement with parents. This has been developed further this year by our Students Achievement Meetings near the start of Term Two (based on Massey High School's meetings as reported in Starpath's *Targets and Talk*). Some 75% of our school families attended these meetings with their students.
- A rural (1/3): urban (2/3) split of students
- Ample opportunities for senior students to be trained in and exercise leadership, including some 200 who volunteer each year to assist Year 9 students in our peer support programme.
- Well qualified, positive and loyal staff

## OUR MISSION

Our mission is to provide an environment for personal excellence; this means we will strive to develop:

- Students who are 'confident, connected, actively involved, lifelong learners' (the New Zealand Curriculum, 2007).
- Students who can independently think, critique and challenge ideas and utilise the inter-relationships between knowledge and skills to apply learning to new situations and experiences.
- Students who have literacy and numeracy skills to empower them as learners and as capable citizens.
- Students who in their every day conduct reflect values of excellence, innovation, manaakitanga, equity, integrity and respect.
- Students who demonstrate a commitment to community participation and ecological sustainability.
- Students who have confidence in their own identity and knowledge and commitment to their own culture, heritage, family and whakapapa, as well as a competence in relating to others.
- Students who show a commitment to a bicultural Aotearoa/New Zealand as a cornerstone to acceptance and tolerance of all cultures.
- Students who have a pride in their school and their community.

## GUIDING PRINCIPLES

### **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, including offering three international languages from Year 9-13 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 the values and principles of Te Kotahitanga.

### **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 students of both sexes, for rural and urban students; for all students irrespective of their religions, ethnic, cultural, social, family and class backgrounds, and irrespective of their ability or disability.

### **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:

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

### **Treaty of Waitangi**

The Board of Trustees accepts an obligation to develop policies and practices which reflect New Zealand's dual cultural heritage.

## NATIONAL EDUCATION PRIORITIES

### National Education Goals

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

#### NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

#### NEG 2

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

#### NEG 3

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

#### NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

#### NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

#### NEG 6

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

#### NEG 7

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

#### NEG 8

Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

#### NEG 9

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

#### NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

## National Administration Guidelines

In order to ensure the National Education Goals are met, Boards of Trustees and principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools, and the Boards of Trustees' Code of Conduct. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment, property occupancy documents and, from time to time, guidelines promulgated by the Secretary for Education.

### NAG 1

Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*.

Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

### NAG 2

Each board of trustees, with the principal and teaching staff, is required to:

(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;

(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

## **NAG 2A**

Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year;

(b) report school-level data in the board's annual report on National Standards under three headings:

- i. school strengths and identified areas for improvement;
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy); and
- ii. how students are progressing against the standards as well as how they are achieving.

These requirements do not apply to boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* until 2 February 2011.

For the avoidance of doubt, the first annual report to which subclauses (b) and (c) apply is that which reports on the 2011 school year, except for boards of trustees that are working towards implementing *Te Marautanga o Aotearoa* when the relevant report is that which reports on the 2012 school year.

## **NAG 3**

According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

## **NAG 4**

According to legislation on financial and property matters, each board of trustees is also required in particular to:

(a) allocate funds to reflect the school's priorities as stated in the charter;

(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

(c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

## **NAG 5**

Each board of trustees is also required to:

(a) provide a safe physical and emotional environment for students;

(b) promote healthy food and nutrition for all students; and

(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

## **NAG 6**

Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

## **THE EDUCATIONAL PURPOSE AND GENERAL GOALS OF ROSEHILL COLLEGE: CONTRIBUTING TO NATIONAL EDUCATIONAL PRIORITIES**

### **General Goals**

#### **1. To strive for excellence in all endeavours**

- a) To ensure that teaching and learning programmes and other school activities challenge learners/participants to reach the highest standard of attainment possible.
- b) To actively acknowledge, publicise and reward excellent achievement in school activities as a means of encouraging the pursuit of excellence.
- c) To identify students with particular talents and provide the support and programmes to extend such students.
- d) To identify students experiencing difficulties or with special learning needs and provide the support necessary to improve their level of achievement. A particular focus of this year's plan is to have diagnostic data more readily available for teachers and to have them use it more.

#### **2. To value academic learning**

- a) School organisation will reflect the fact that academic learning is our core "business".
- b) School programmes will ensure that all students can achieve academic learning at levels commensurate with the ability of each individual student so all can enjoy success in learning. A particular focus in recent years has been to provide more courses in Years 11-13 to better match courses to students' abilities.
- c) Teaching and learning programmes will equip students with the skills for independent and ongoing learning.

#### **3. To develop the qualities of co-operation and responsibility**

- a) Teaching and learning programmes shall employ where possible and relevant activities that foster co-operative work methods. Co-operative learning was one of our focus areas for all our teachers last year, and the focus has been maintained through our commitment to Te Kotahitanga.
- b) Skills for co-operating with others will be taught and practised where relevant in the curriculum.
- c) Students will be encouraged to take opportunities for accepting responsibility which exist in the school and the school will seek to increase such opportunities. Opportunities for student leadership will be fostered, and there will be training for such leadership. A particular focus over recent years has been Māori and Pasifika student leadership, and student leadership among our International Students.
- d) The school's discipline and guidance policies and procedures will seek to promote co-operation with others and responsibility for self and others as behavioural objectives. This includes restorative practices which have been extended in recent years to include a comprehensive approach to classroom management. This approach is supplemented with extensive professional development.

## CODES OF CONDUCT

**The following Codes of Conduct will help frame Rosehill College's response to the National Educational Priorities.**

### **The Board of Trustees**

The Board of Trustees agreed to adhere to the following code of conduct:

Each Board of Trustees is charged with governance of its school. Effective governance is a successful blend of professional expertise and community involvement. This co-operation should lead to effective and positive relationships between the trustees and the staff and ensure that the educational well-being of students is maintained. This code of conduct shall be standard for all Boards of Trustees throughout New Zealand and apply to all members.

#### **Trustees shall:**

- ensure that the needs of children and their learning are given full consideration when planning, developing and implementing learning and teaching programmes
- ensure that all students are provided with an education which respects their dignity, rights and individuality, and which challenges them to achieve personal standards of excellence and to reach their full potential
- serve their school and their community to the best of their ability and be honest, reliable and trustworthy in all matters relevant to their roles and responsibilities
- respect the integrity of staff, the principal, parents and students
- be loyal to the school and its charter
- maintain the confidentiality and trust vested in them
- ensure strict confidentiality of papers and information related to the Board's position as an employer
- act as good employers
- ensure that individual trustees do not act independently of the board's decisions
- ensure that any disagreements with the Board's stance on matters relating to the employer position are to be resolved with the Board
- exercise their powers of governance in a way that fulfils the intent of the Treaty of Waitangi by valuing New Zealand's dual cultural heritage
- use the Maori community's own processes to consult with the Maori community.

**The Board of Trustees accepts the following:**

The Principal is the professional leader of the school and is responsible to the Board of Trustees.

**The Principal's Code of Conduct**

The Principal in carrying out his or her stated duties will:

- ensure that the needs of children and their learning is given full consideration when planning, developing and implementing teaching programmes.
- demonstrate a commitment to the belief that each student is entitled to an education which challenges him/her to achieve personal standards of excellence and to reach full potential
- abide by any statutory obligations
- be loyal to the charter so that the Principal's activities will reflect the spirit and the objectives of the charter
- demonstrate a commitment to the belief that each student is of equal value and is entitled to an education which respects each student's dignity, rights, and individuality
- respect the integrity of staff, members of the Board of Trustees, Parents and Students
- demonstrate a commitment to the continuing personal and professional growth and development of staff
- work co-operatively with the school staff, but have the final responsibility for making decisions within the principal's authority
- freely divulge all information on a student to any person with legal rights to the information who requests it
- respect confidentiality by keeping information on students from people who have no right to it
- not vote in Board of Trustees' decisions in relating to the Principal's employment
- have an understanding and commitment to the elimination of sexism and racism both with respect to equal educational opportunities and equal employment opportunities
- exercise responsibility in a way that fulfils the intent of the Treaty of Waitangi by valuing New Zealand's dual cultural heritage

## Development and Strategic Planning

The Board of Trustees is committed to Strategic Planning. The Board's Strategic Plan is developed out of the Board of Trustees' Self Review Policies and follows wide consultation.

The Strategic Plan is broken down into Annual Plans. These are written each year and form the basis of change in the college. The management team develop comprehensive action plans based on each Annual Plan and reports to the Board on the outcomes achieved.

### **Student Achievement**

The Board of Trustees is committed to monitoring and improving student achievement:

- academically
- socially
- culturally
- in sport

As such, each school development plan sets targets and goals for all or some of these areas. Student achievement information as it results to the curriculum is collected and reported to the Board of Trustees annually as follows:

- (a) NCEA Results: By subject and standards
- (b) Year 9 – 10 Information based on summative testing and benchmarking.

**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

ROSEHILL COLLEGE GOALS FOR 2011	SUPPORTING ACTIONS
<b>GOAL 1 TEACHING AND LEARNING</b> <i>This goal includes student achievement, teaching and learning programmes, professional development opportunities for staff, pedagogy and Te Kotahitanga, and student behaviour management.</i>	
<p><b>To enhance student achievement by implementing the following:</b></p> <p><b>Year 9</b> To increase Reading and Number asTTle scores by at least two sublevels for all students.</p> <p><b>Year 10</b> To have 70% of students operate at asTTle level 5B or above in Reading and Number by the end of the year.</p> <p><b>Year 11</b> <b>NCEA Level One</b> To have a success rate of 70% (using participation based data), for all students, Maori and Pasifika students achieving at the Decile 6 rate.</p> <p><b>Literacy and Numeracy</b> To achieve 90% Literacy and Numeracy for all students, including Maori and Pasifika students.</p>	<p><b>Expert Teaching</b> Teachers implement the Rosehill College Way of Teaching (Pedagogy Document). Teacher portfolios, as part of the appraisal process, demonstrate successful implementation of the College Way of Teaching.</p> <p><b>Te Kotahitanga</b> Exploring sustainable ways of continuing the support provided by the Te Kotahitanga programme. Co-construction meetings will be held in conjunction with the core class meeting cycle for teachers of Years 9-10 classes in 2011. SMT will promote the use of Te Kotahitanga pedagogy across the school.</p> <p><b>Literacy across the curriculum</b> The Literacy Committee will lead PLD on approaches to literacy - one plenary session each term - focusing on improving literacy for Year 9-11 especially.</p> <p><b>AsTTle testing programme and use of results</b> Year 9 and 10 will take asTTle tests in reading and number in Term 1, Weeks 3-6 and Term 3, Weeks 6-9. Teachers are supported through the weekly PLD meetings to analyse asTTle data for each of their classes, to select strategies to address the learning needs of their students and to set goals for the Year 9-10 students. This data will be used on Te Kotahitanga co-construction meetings. The results for each cohort will be tracked following testing and compared to 2011 targets and previous years' results.</p>

**Formative and Summative Assessment** Teachers demonstrate how they successfully used student academic data through the inquiry model.

**Year 12**

**NCEA Level Two**

To have a success rate of 75% (using participation based data), for all students, Maori and Pasifika students achieving at the Decile 6 rate.

**Year 13**

**NCEA Level Three**

To have a success rate of 70% (using participation based data), for all students, Maori and Pasifika students achieving at the decile 6 rate.

**University Entrance**

To have a success rate of 60% (using participation based data), for all students, Maori and Pasifika students achieving at the Decile 6 rate.

**Student Attendance**

To have an overall daily attendance rate of at least 90% for the total student population.

**Standards Alignment**

To assist teachers to become confident that they can teach to the new Level two achievement standards in 2012.

**Analysing 2010 NCEA Results**

2010 NCEA results will be analysed to show results for the school as a whole, by subjects, by classes, and for Maori and Pasifika students. Individual teachers' analyses of their NCEA results will be discussed at their first appraisal interview.

**Academic Coaching**

Tutor teachers will negotiate targets, and short and long term plans with students based on aSTTle scores or NCEA results. These will be discussed at the Term Two Parent-Student-Teacher Conference. Tutor teachers will monitor their students' progress towards their targets and their goals and provide appropriate advice (mentoring) as needed. HOHs will meet with groups of targeted Year 11 students, including Maori and Pasifika students.

**NCEA Campaign**

This campaign will promote students' success in the NCEA in staff meetings, assemblies, newsletters and parent hui. Teachers will be given support materials along with data.

**Student Attendance**

100% attendance data entry by teachers  
Improved Text streaming to parents based on accurate data  
Tutor teachers will follow up student absences rigorously.

**Standards Alignment**

Teachers will be provided with departmental PD sessions a teacher-only day to help them become familiar with the new Level 2 achievement standards.

**Professional Learning and Development Plan**

The PLD plan will focus on Academic Coaching, the new format for Parent-Student-Teacher Conferences, Standards Alignment for Level 2, Registered Teacher Criteria, Literacy Across the Curriculum and using the Teaching as Inquiry Model to embed the Rosehill Way of Teaching.

**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.*

**To engage with parents/caregivers more effectively to improve students' learning outcomes.**

New format parent/student/teacher conferences will occur in early Term Two. Achievement and attendance data will be provided to Tutor Teachers to discuss at the conference along with targets and goals which have been discussed with students. Subject teachers will provide one feedback and one feedforward for each of their students. Tutor teachers will have half a day prior to the conference to compile and assimilate this information.

**To enhance our connection to our parent community to improve student outcomes**

Provide parents with password protected access to their students' attendance and achievement data via a parent portal on our Learning Management System.

**To provide appropriate academic challenges for Year 9 students**

SMT and Members of the Board of Studies will visit Year 8 classes in our zone to familiarise themselves with the teaching and learning programmes and class routines

**To assist our teachers to ensure they meet the new Registered Teacher Criteria**

Present the criteria to teachers in Term One and clearly outline how they will be evaluated against them.

**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.*

**To continue the exterior painting of the school in the new colours.**

S Block to be painted.

**To increase the number of classrooms with curtains**

Put curtains on the north and west facing windows in English classrooms to enable the viewing of curriculum related videos.

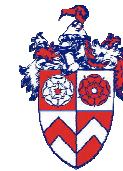
**To continue with interior painting**

Paint S Block locker area and various C Block rooms and hallways.

**To promote a litter-free environment with the students**

Student Leaders to create a campaign to promote this.  
Install another 10 of the high quality fixed exterior litter bins per year.

# ROSEHILL COLLEGE STRATEGIC PLAN 2012 - 2016



**Mission Statement: Together we provide an environment for personal excellence.**

## 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

## GOALS

## RELATED ACTIONS

<b>GOAL 1: TEACHING AND LEARNING</b>	
<b>We want our students to be confident, connected, actively involved lifelong learners (from the New Zealand Curriculum Vision Statement). The key element in raising our students' academic achievement will be the quality of our teaching.</b>	
Ensure the learning needs of all students are met as well as physical and human resources allow.	Provide quality courses all our students, including students in mixed ability classes. Provide appropriate learning pathways for all students. Provide effective databases of gifted and talented students and provide those students with opportunities to be 'stretched'. Our data about gifted and talented students to be shared with staff. Teacher in charge of gifted and talented to report to the SLT and Board in terms one, two and three regarding activities arranged for these students. Encourage greater participation in outside academically-oriented events and competitions.
Continue to lift our students' success in the NCEA so that our results are better than those schools we benchmark ourselves against.	Build on the success of 2011's emphasis on academic coaching in tutor group classes, and the Student Achievement Meetings. Have an academic campaign each year to focus students on the opportunities and challenges involved in being successful with the NCEA. Continue focus on students' academic successes via assemblies, newsletters, Celebration Assemblies, Praise Postcards and Principal's Awards and Academic Coaching.
Implement the principles of Te Kotahitanga in every classroom. The belief that teachers have agency, which is at the heart of Te Kotahitanga, is central to Rosehill College's concept of effective teaching.	Plan for the sustainability of Te Kotahitanga after the Ministry funding ceases in 2012.
Provide flexible e-learning options	Create opportunities for student-owned technologies to be used in classes. Appropriate protocols will be developed to ensure that such use can be justified by improved learning outcomes. Create a wireless network across the school. Create some digital core classes in Years 9 and 10. Investigate what e-learning opportunities exist in the schools our Year 9 students come from as well as innovative practice in a wider group of both primary and secondary schools. Create a position of Director of E-Learning who will, amongst other things, provide advice on the delivery of curriculum via e-learning. Ensure there is sufficient PLD to allow staff to be competent users of ICT.

Provide each student with academic coaching and guidance.	Track students to ensure their pathways through the College are effectively aligned to their abilities and goals. This will include strengthening our programme of Academic Coaching and monitoring individuals' academic performance. Our involvement with Starpath will assist with this goal. Engage individual parents with this goal via Students Achievement Meetings.
Provide quality careers information to all students and families noting the growing complexity of tertiary education and high rates of youth unemployment.	Ensure that all school leavers have a viable, post-secondary school plan before leaving school. Build on the success of our GATEWAY Programme. Encourage students and families to use the Manukau Institute of Technology's School of Secondary-Tertiary Studies as appropriate.
Provide for curriculum continuity for Year 9 students entering Rosehill College.	Ensure that our curriculum leaders are familiar with teaching and learning in our main contributing schools, including Rosehill Intermediate, Opaheke Primary, Conifer Grove Primary, Drury Primary and Waiau Pa Primary.

## GOAL 2: STAFFING

**We want our teachers to be highly qualified, and all staff to aspire to be expert practitioners, and to relate to our local community. Change and the need to innovate are inevitable in modern working environments. We will manage this by self review, by using relevant research to inform our decisions, and by balancing the work involved with the expected gains. When new initiatives are being examined consideration will be given to how that can be managed to avoid adverse impacts on staff workloads.**

Recruit and retain high quality staff	Provide an environment of positive and constructive feedback to staff, including praise and recognition of high performance. Provide timely, high quality professional learning and development for teachers, which is linked to improving student outcomes. Refine and develop our induction processes for new staff in response to their feedback. Reduce staff workloads where practicable.
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## GOAL 3: OUR VALUES AND STUDENT AND STAFF SAFETY

**We want an environment for all students and staff where they feel physically and emotionally safe and valued.**

Review and then promote our values	From the beginning of each year promulgate and teach our values via all possible school media, including in lessons, and messages in the Hall, in Powerpoint slides in assemblies, in newsletters, and in signage around the school.  From the start of each year make explicit links for Year 9 students between our values and the values of our main contributing schools.
Promote a positive, non-bullying culture amongst our students including the digital environments they live in and which impact on the school.	Respond promptly to students', staff' and parents' concerns about bullying. Teach all Year 9s the concepts and practices involved in effective digital citizenship. Ensure that staff and Student Leaders are on duty in sufficient numbers to provide effective coverage of the school. Provide staff and Student Leaders on duty with video cameras where necessary to help

Develop our use of restorative practices as a way of teaching students to be responsible for their behaviour and to recognise the consequences of their behaviour on other people.	Evaluate and refine our processes as required. Provide staff professional development on restorative practices as required.
Instil a strong sense of discipline and pride in the school in Year 9s from the beginning of each year, including how they should manage working constructively with up to nine teachers, as well as following instructions from other staff on duty and in other settings.	<p>Extend the role of Student Advisors beyond Term One in relation to their work with Year 9s.</p> <p>Offer more guidance to Year 9 students through the House system.</p> <p>Ensure that our induction of Year 9s is appropriately paced, including having them in tutor group classes for the whole of their first day in school.</p> <p>Use 'circles' regularly with Year 9 students.</p>

#### **GOAL 4: ICT**

**We want ICT services which support for high quality, responsible, purposeful information and learning.**

Provide reliable ICT infrastructure for staff and student use.	Access external advice regarding leading edge ICT technologies which will support desired learning technologies.
Encourage pedagogically effective use of ICTs in teaching and learning	An ICT Working Party, including a member of the SLT and the Director of E-learning, will promote innovative e learning.
Educate our students to be responsible users of ICTs.	Provide a teaching and learning programme for junior students focusing on digital competence and digital citizenship.
<p>Increase parents' access to information we hold about their students and their learning programmes and progress.</p> <p>Increase our communication with parents via ICTs</p>	<p>Develop a parent portal for parents to access information about their students' held on our learning and management systems.</p> <p>Educate parents to understand the ICT programmes and software the school uses.</p> <p>Update the website/ROSNET for families to access information</p> <p>Encourage all teachers to email parents where practicable.</p>

#### **GOAL 5: PHYSICAL ENVIRONMENT / PROPERTY**

**We want a safe, attractive school learning environment which caters for all weather and seasons.**

Improve our classroom environments where necessary	Determine staff and Board priorities regarding classroom and other facility upgrades
Provide more shelter and warm areas for students at breaktimes in wet or cold weather	Consult with students, staff and our architect and the Property Committee on how to implement this. Investigate greater use of the Hall at break times on wet or especially cold days.
Provide more traffic safety for students entering and leaving the school.	<p>Discourage parents and caregivers from bringing vehicles into the front of the school at peak times.</p> <p>Approach the Auckland Council about their providing a pedestrian crossing at the our back gate (Rosehill Drive)</p>

Improve pedestrian traffic flows and related landscaping around the school.	Implementing this to be the subject of further consultation with students, staff and our architect and the Property Committee. There are several areas around the school where pedestrian traffic flows could be improved and areas which would be used more if modified.
Improve security during school time and after hours	<p>Increase the number of security cameras around the school to ensure that harmful student behaviour can be tracked.</p> <p>Increase staff access to hand-held cameras when on duty to minimise the risk of their being abused by students they cannot readily identify.</p> <p>Take appropriate measures to discourage strangers from being on site after hours, including more security fencing, and mechanisms to allow our front gates to be locked once office staff finish each day without causing inconvenience to other staff still on site.</p>

<p><b>GOAL 6 Governance</b>  <b>We want a Board of Trustees that has the capacity to provide effective governance for the school and which is held in high regard in our community</b></p>	
Secure the election/co-option of a new Board of Trustees in 2013.	<p>Raise the Board of Trustee's profile within the Rosehill Community.</p> <p>Profile Board roles in various school based media.</p> <p>Provide opportunities for those interested in trusteeship to meet with the present board.</p> <p>Promote a special event for prospective trustees.</p> <p>Develop information kits for parents/guardians about the Board's roles.</p>

Our goal is to effectively deliver a professional learning and development programme which is driven by the strategic direction of the College, and which leads directly to an improvement in student outcomes. Most of the leadership in our professional development comes from our own staff. The model below is one that worked most successfully for the College since 2009 as reported by ERO in their review of that year.

What is described below is how we have structured our Tuesday period one professional development slots for 2011.

We have also scheduled two professional development days during the year to allow our teachers to work on the new level two NCEA achievement standards.

**Modules** offered by our staff include becoming proficient using 'open-to-learning conversations', a stocktake of our progress to date in implementing the NZC, restorative practices and Bill Rogers' classroom management techniques, numeracy, careers guidance training for tutor (form) teachers, transitioning Year 9s successfully, differentiating learning resources, English teachers using asTTle resources, and a working group on digital citizenship.

**Te Kotahitanga** is a major year-long professional development strand for all our teachers. Our Te Kotahitanga facilitators lead one professional development session with all our teachers each term.

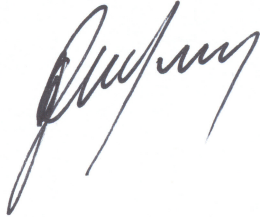
During the course of the year we also need enough flexibility in the programme to allow all our teachers to attend one-off presentations by external presenters.

## Programmes for which Rosehill College receives extra funding

### **Te Kotahitanga**

We are a phase four school with regard to Te Kotahitanga. This year the College will receive \$120,000 to help fund our Te Kotahitanga professional development programme for teachers. We have five staff facilitating Te Kotahitanga among our teachers of Year 9 and 10 Maori students.

Signed:



Chairperson

Date:

25 August 2011