



TE KURA NUI O
ROTOTUNA
JUNIOR HIGH SCHOOL



INFORMATION
PROSPECTUS







NAU MAI HAERE MAI

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FROM THE TUMUAKI (PRINCIPAL)

Kia ora koutou katoa. My name is Fraser Hill and I am privileged to be the Principal of Rototuna Junior High School (RJHS) and one of two Principals here at Te Kura Nui o Rototuna (Rototuna Junior and Senior Highs or the Big School of Rototuna).

I have been an educator now for over 25 years at a variety of schools, both primary and secondary in various regions of the South and North Island of New Zealand. I grew up mostly in the Waikato region, attending Te Awamutu College and then the School of Education at the University of Waikato. Since then I have completed my Master of Education at the University of Canterbury while living and working in the South Island,

including my first role as Principal just north of Christchurch at Swannanoa School. My wife is also a teacher and works here at RJHS and we have three children who have all finished their schooling.

After 25 years in education I remain passionate about making a difference to the students we work and learn with each day. I feel a real sense of responsibility to ensure the education we provide





The Rototuna Junior High School Leadership team. From left: Katie Williams (Deputy Principal), Mel Moore (Deputy Principal), Fraser Hill (Principal), Becky Somerville (Deputy Principal), Gareth Williams (Deputy Principal).

assists in realising the aspirations that whānau hold for their tamariki. This responsibility keeps me motivated and enthused about the challenges of offering our diverse student and whānau groups a high quality education that meets their needs.

It is always exciting for us to welcome new students to our kura and I am sure it is both an exciting and nervous time for your child and whānau as you look to join the RJHS community. We are a school that caters specifically for students who are emerging adolescents and our goal is to ensure that they all achieve personal and academic success in their time with us. The information here in our prospectus outlines how we aim to achieve an engaging and authentic learning experience. To us this means that we are trying to connect the learning and experiences each student has with things that are relevant to them as they go through a time in their lives of significant physical, emotional and social change. We want our students and whānau to be closely connected to our school and their learning, we want them to make a difference in our community and we want them to realise their potential, or to 'soar'.

During your time here as a student or whānau we welcome your involvement and know that the partnership between school and home is a powerful indicator of success, both at school and beyond school. I hope that you look for as many opportunities as possible to make the most of the learning here and to help us create a school that really is an integral part of our community. Challenge yourselves to make the most of what we offer here and in the true spirit of 'ako' do your best to offer our school and those around you something of yourself that can make the learning and experiences at our school just that little bit more special.

Ngā Mihi,

Fraser Hill

Tumuaki (Principal),
Rototuna Junior High School

DD: (07) 854 0543 Mob: 027 277 0715

In Pre-European times the area around the school was a peat lake named Tunawhakaheke. The lake and surrounding swamps were a source of abundant resources for the local Hapū, Ngāti Wairere such as tuna (eel) and harakeke (flax) for early Māori.

The kāhu (or swamp harrier) is a prominent bird in our area and is our school emblem. The kāhu was regarded as good luck if it was seen flying overhead during a tribal meeting. It is a bird that soars high and represents the high aspirations the BOT and the community have for students.

The school is built on approximately 11 hectares in the suburb of Rototuna. Rototuna is an area of rapid expansion, with the Hamilton City Council projecting a population of around 20,000 residents in the area within the next few years.



Rototuna High Junior High School is a place that is focused on engaging learners in years 7 to 10 in positive learning experiences. Our learning programme has been designed to ensure that our ākonga (learners) are empowered and prepared for their future. We aim to provide authentic, relevant, real-life contexts that will develop enduring and deep understandings.

Rototuna High Junior High School prides itself in selecting passionate and talented staff who are committed to collaborating to ensure our school vision 'Connect, Inspire, Soar' becomes a reality for our ākonga (learners).

Our space is open and flexible; our modern/innovative learning environment is designed to foster collaboration between students and co-teachers, to ensure access to state-of-the-art technologies and resources, and to be able to be arranged flexibly to suit changing learning needs throughout the school day.

Rototuna Junior High School embraces best practice evidence and research to ensure the best knowledge, skills and key competency outcomes for our learners. We are inspired to employ innovative teaching practices which embrace the essence of the New Zealand Curriculum.



"A strong connection with local iwi Ngāti Wairere, underpins the vision and values of the school. The local history has influenced the naming and design of areas within the school and the curriculum."
ERO REPORT, 2017



Our Vision is to empower our people to be connected, collaborative, community minded learners inspired to soar.

Our 'CLOAK' comprises five interconnected values that describe the way our ākonga (learners), kaiako (teachers) and whānau work together as we pursue our school vision. The CLOAK is founded in values and competencies from the New Zealand Curriculum, and is a part of all learning at Rototuna Junior High School.



CHALLENGE OUR MINDSET

PERSEVERANCE / ADVENTUROUS / MINDSET

The Muka represents 'Challenge Our Mindset', understanding that it is the unseen elements of mindset, adventure and perseverance that is the inner fibre that creates our base and helps us grow.



LEARNING POWER

CRITICAL / CREATIVE / CONNECTED Aho

Whenua represents 'Learning Power', like the whenu and the aho of the cloak, linking between critical, creative and connected thinking deepens our learning and sustains us.



OURSELVES AS LEARNERS

META LEARNING / ENGAGEMENT / MANAGING SELF

The hukahuka cascade down the kaakahu, rippling, swaying and clattering in rhythm with the wearer's every movement. It represents 'Ourselves as Learners', as it is the wearer's everyday actions which determine his or her unique learning journey.



AHUREA TUAKIRI

WHAKAPAPA / TANGATA WHENUATANGA / HAPORI

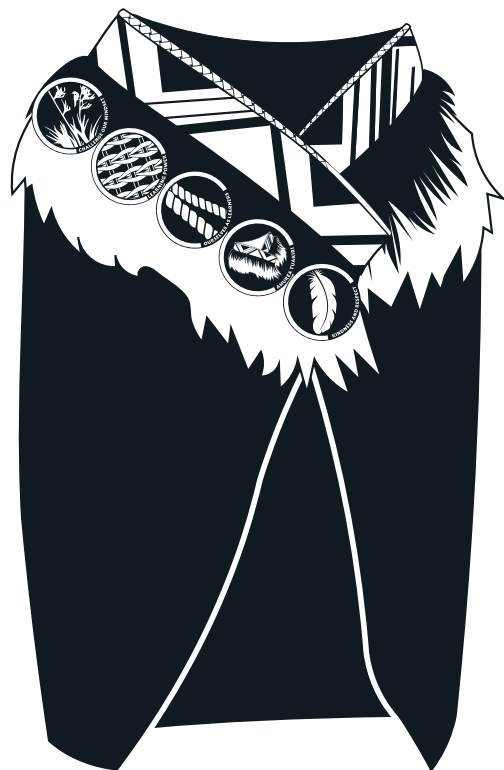
The Tāniko symbolises 'Ahurea Tuakiri', highlighting the significance of whakapapa and the importance of people and place in shaping our identity.



KINDNESS AND RESPECT

MANAAKITANGA / KAITIAKITANGA / KOTAHITANGA

Manu, or bird, feathers were chosen by weavers with great care to transfer the mauri (life force) from manu to the wearer through the kaakahu. It symbolises 'Kindness and Respect', and how by honouring and respecting others we give and receive mana.



CONNECT

through collaboration, whānaungatanga and community partnerships

INSPIRE

through personalised authentic learning experiences

SOAR

through creativity and innovation

Rototuna Junior High School's core principles underpin our strategic vision and aspirations for our learners.

AKO

We value ako, which is based on the principle of reciprocity. Ako is a notion that ensures that power is shared in learning.

- **Continuous Learning** We actively seek new learning. We engage in inquiry, take informed risks, and we learn from our successes and failures. We equip ourselves to use knowledge, create knowledge, solve problems and find solutions. We must learn how to learn.
- **Discussion, Interaction & Collaboration** We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success. Our school is one part of the learning ecosystem.

WHĀNAUNGATANGA

We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success.

- **Learners at the Centre** Each individual brings their own whakapapa to learning. We use whakapapa to create authentic and relevant learning to achieve personal and academic success. Connected learners soar.
- **Hauora (wellbeing)** We are committed to creating ngā whakapiringatanga. While wellbeing is an important endpoint on its own, cognition and wellbeing work together seamlessly to guide learning. Emotions and motivation are the gatekeepers of learning.

MANAAKITANGA

We value integrity, sincerity and respect towards beliefs, language and culture.

- **Equity, Diversity & Inclusiveness** We are proud of our cultural heritage and are committed to a bicultural partnership with Māori and Tainui as mana whenua. We recognise diversity as a strength. An inclusive learning community fosters compassion, respect and the skill of relating positively with a variety of people.



TANGATA WHENUATANGA

We value learning that is connected. Contexts are provided for learning where identity, language and culture are activated.

- **Social Nature of Learning** We go further as learners when we learn with and from others. We give equal value to instructional and collaborative learning. We believe in ako, which is based on the principle of reciprocity. Those who are doing the talking are doing the learning.
- **Making a Difference** We use our learning to contribute to, and have a positive impact on, our community. We are all change agents who will make a difference.

"The influence of CLOAK (Kaakahu) is evident throughout the school and is integral to students' and teachers' language of learning." ERO REPORT 2017



STUDENT LEADERSHIP OPPORTUNITIES

Student Leadership Opportunities

At Rototuna Junior High School we seek to develop leadership skills and potential in our students. There are many ways leadership is fostered, such as Student Hapū Leaders, Manukura, Student Ambassadors, Sports Council and through the many music, drama and school groups and clubs.

Manukura and Wairua Leaders

The Manukura are a group of elected students (Year 9 or 10) who represent each Hapū as part of an Iwi team. They organize assemblies, events, charity donations and they address and discuss important ideas that have been put forward by the student body.

The main aim of the Manukura is to make sure that every voice is heard within the school and to organise and run Iwi activities such as Athletics Sports, Swimming, Cross Country, Anti-bullying Week, Kindness Week and Iwi Challenges. Each hapū has two Manukura Leaders and three Wairua leaders representing Arts, Sports and Culture.

Student Ambassadors

Our Student Ambassadors are Year 7 to 10 students who display the characteristics of our CLOAK. Our Student Ambassadors are chosen through an application process where interested applicants explain why they would make a great ambassador for our school.

If chosen, our Ambassadors contribute a great deal to our school by leading school tours, helping with community events, and generally being the 'face' of RJHS. When greeting the public they are polite, friendly and confident. Our Student Ambassadors are advocates for our school, knowledgeable about our school, and are confident speaking to large groups of people.

Sports Council

Our Sports Council is comprised of a group of students who have an interest in sport, are reliable, hardworking, committed and have the ability to motivate others! The Student Sports Council is a mixture of ages from Year 8 to Year 12. Student Sports Council responsibilities include running lunchtime sports, issuing of sporting equipment break times, helping to organise the inter-school sport exchanges, attending sports council meetings and promotion of our sporting success.



Performing Arts Leaders

The Performing Arts leaders are passionate about the Performing Arts (Music, Dance and Drama) at RJHS. There are opportunities to assist leading waiata, talent quest organisation and lunch time events. We are looking for students who have interest and passion for the Performing Arts, have the ability to inspire and motivate others to participate and who have ideas as to how we can continue to develop our school culture.

Librarian Team Leaders

The Librarian Team Leaders are the smiling faces behind the counter at break times who are passionate about the library space. They are students who have shown commitment and responsibility as part of the library team. A student can be a leader from Y9 upwards.

Librarian Leaders are responsible for training their team of student librarians and assigning them tasks each day. The focus is on customer service and library skills. Each leader gains valuable experience in managing people and working under pressure.

LEARNING DESIGN

Learning is designed to empower students to be connected, collaborative and community minded.

This is achieved through collaboration, whānau, personalised authentic learning experiences, creativity and innovation.

LEARNING ADVISORY

Each student will belong to an advisory group - one teacher will be their advisor or personal coach, for the duration of their time at RJHS. Advisors will work alongside students to set learning goals, monitor their progress, help students reflect on their learning and make wise choices. Teachers will establish strong partnerships with parents/caregivers of learners in their designated group.

LEARNING AREA COURSES

Learning Modules will be separated into individual Year Level cohorts in 2021.

Year 7 - 9 Learning Modules will integrate two Curriculum Learning Areas and be taught by two teachers.

Year 10 Learning Modules will have two courses structured this way, and the third will be the more flexible Tautoro structured module. All courses will foster deep learning and engagement, with meaningful connections across learning areas.

“The school’s curriculum prioritises collaboration and integration of learning areas. Students have good opportunities to build on their strengths and follow their interests. Effective systems for tracking and monitoring students’ engagement in programmes are well established.”

ERO REPORT 2017

FLIGHT TIMES

Flight times are an opportunity for Year 9 and 10 students to ensure they access a broad and balanced curriculum (have coverage of the eight learning areas) across the year, and also an opportunity for exploring new experiences, spending time on passions and getting support with their learning.

AHUREA TIME

Students spend 30 minutes each morning (excluding Wednesday) in their Hapū or Iwi engaged in activities that focus on building Hapū, Iwi and School culture through assembly and waiata, and also in a programme designed to build numeracy capacity.



Our Vision in our Advisory Curriculum is to foster the holistic development of ākonga (learners), to empower them to be connected, collaborative, community minded citizens inspired to soar.



“I like that we have so many opportunities at RJHS and that we can drive our own learning to help us achieve our goals. The teachers are really supportive and encourage us all to connect, inspire and soar.”

MIA, STUDENT, 2019

WHĀNAUNGATANGA, SOCIAL AND EMOTIONAL LEARNING AND LEARNING TO LEARN

“I enjoy the learning at RJHS because of many things. Among this is the opportunities and choices I get as a student. I enjoy learning at school because of these choices that allow me to take control of my own learning. These choices can help me understand how I work best, whether it is the environment I work in, like having a quiet space, or the people around me like my friends. I like how I can choose to be independent and I can drive my own learning as this means I can focus on my own learning and figure out how I can learn best.

NURY, STUDENT, 2019



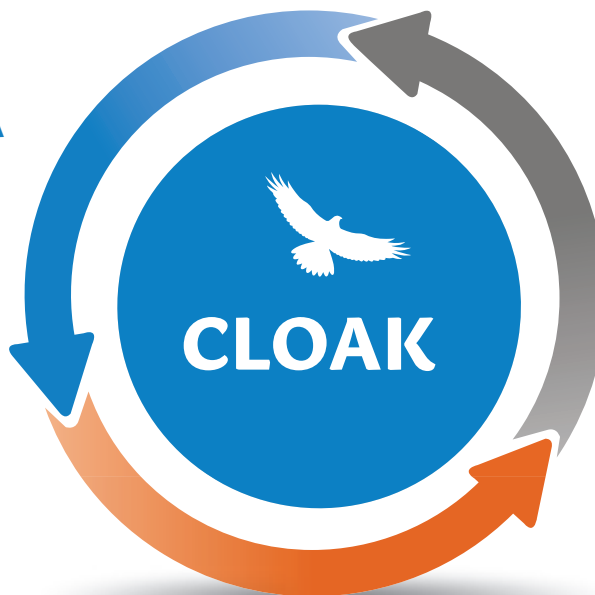


LEARNING ADVISORY VISION

Our vision for learning advisory is for us to teach, mentor and nurture the holistic wellbeing of our emerging adolescent learners.

WHĀNAUNGATANGA

- Build meaningful relationships at school and between home and school
- Contribute to positive school culture
- Value NZ culture – strong kaupapa Māori
- Develop strong sense of belonging



LEARNING TO LEARN

- Provide independent learning time (ILT) to connect learning across the RJHS curriculum and to develop self management strategies
- Develop metacognition skills through the explicit teaching of Learning to Learn (LTL) strategies (i.e. goal setting, reflection, etc)
- Develop digital fluencies
- Coaching and mentoring (one-on-ones) for personal and academic success

SOCIAL AND EMOTIONAL LEARNING

Develop wellbeing through the delivery of:

- Aspects of the Health Curriculum
- Aspects of the Digital Fluencies Programme



LEARNING MODULES

LEARNING MODULES WILL CONTAIN

One learning module that contains **MATHEMATICS AND STATISTICS**

One learning module that contains **ENGLISH**

One learning module that contains neither **ENGLISH** nor **MATHEMATICS AND STATISTICS**



The coverage of curriculum Learning Areas will be carefully mapped by you and your Learning Advisor to ensure you are learning in contexts that are interesting to you, and are being challenged and exposed to all learning areas.

The other six learning areas are **TECHNOLOGY, HEALTH AND PHYSICAL EDUCATION, SCIENCE, SOCIAL SCIENCES, THE ARTS, AND LANGUAGES.**

Year 7 & 8 students have their curriculum coverage managed in the three module sets they are timetabled into.

Connected, authentic, collaborative

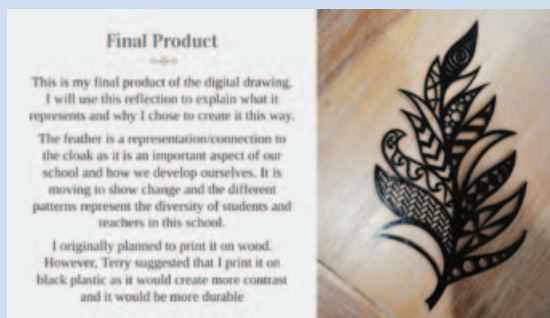
Tautoro (Year 10) is an optional course that is co-constructed, taught and assessed collaboratively by teachers from several curriculum learning areas in response to students' needs and interests. These courses are designed to maximise student choice and ownership of their learning, while offering opportunities to engage, develop and demonstrate the richer set of skills and dispositions in our CLOAK. Our goal is for our learners to achieve deep learning and make meaningful connections across learning areas.

RJHS is a student-centred “deeper learning” experience that encourages student ownership of the learning process, inquiry over answers, and interest-based student engagement. (Lichtman, 2020)



EXAMPLES OF INTEGRATED LEARNING

Claudia's final artefact shows her Visual Art and Digital Technology learning, demonstrating her knowledge and visual art techniques through the digital design process to the finished product, a stunning feather encapsulating the diversity of our school.



Nury explored the social issues and impacts on society of social media. *"I wanted to explore deeper into the consequences and the effects social media creates such as trends, cosmetic industries and mental illnesses. There are both positive and negative sides to social media like many other things, so I want to study the social issue. How can we use digital technology to sustain and enhance our lifestyles? How can we share these with our community?"*

Holly learned about Coding and Music through the ages, creating music digitally using the elements of music to create her own unique musical composition. **Dance and English students** led an 'impromptu' flash mob after researching, reading and writing about racism, learning about the background context of the musical 'Hairspray'.

Harjenjot and Sukhraj integrated Digital Technology and English by creating a podcast about a film called "The Blindsight" with the intent of educating people about the effect that the film had on them and expressing what they perceived as the deeper meaning of the film. They used the podcast to speak about topics such as racism, inequality, kindness and interpersonal skills. They focused on how one act of kindness changed lives and made the world a better place. Harjenjot speaks about his learning at RJHS:

"I would like to express my gratitude for the school and the unbelievable opportunities given to us and for allowing us to be creative with our learning and construct our own path. What other school is there where there are students making podcasts and even creating their own class? We feel incredibly blessed to be given such incredible opportunities."

Hannah and Jaylah combined Drama and Maths to create a video to explain experimental and theoretical probability using the conventions of drama.

Jazlyn designed and conducted a Statistical Investigation to explore 'Does sport impact the type of person you are and give you a sense of belonging?' Through using her **PE and Health learning** about identity, interpersonal skills, resilience and hauora, Jazlyn was able to conduct a real-life probability investigation relevant to students at our school.

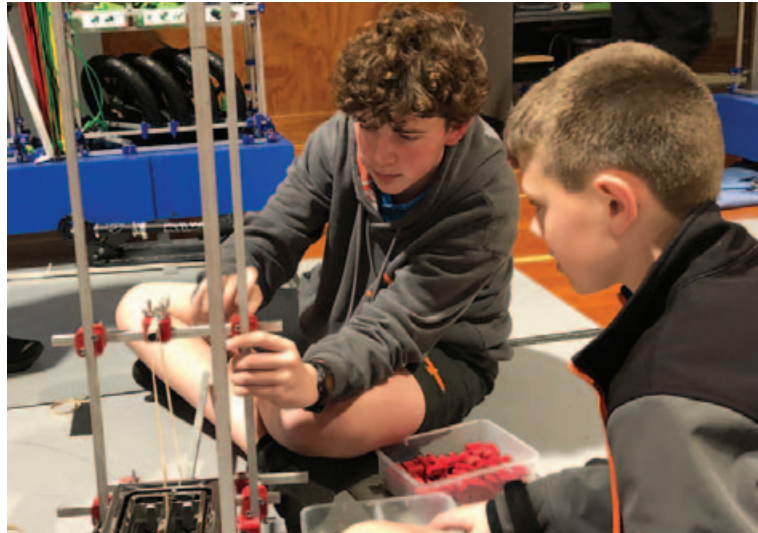
Ella combined Maths and Social Science, integrating her Social Science research about our recent COVID Pandemic, learning about the impact of lockdown on the earth, and using this context to design a statistical investigation to explore the projected impact of an extended lockdown on our environment.



Flight Times are offered to Year 9 and 10 students. During Flight Time students are able to follow their passions, explore activities they want to know more about, or fulfil a learning need (i.e. support in Mathematics or extension in Writing).

Flight Time modules may be small groups of students working with one teacher or larger groups working with multiple teachers.

We also see this as an opportunity to utilise expertise from the community to offer supplementary learning. Participation is negotiated with learning advisors, and some learners will be encouraged to use this time for Independent Learning time.



It is really important to us at RJHS to grow learners who self manage and actively direct their own learning.

We know that lifelong learners who are flexible and adaptive in the future need opportunities to make decisions, set goals, understand themselves as learners, and be able to reflect on their learning.

At RJHS we foster student agency through:

Curriculum Trackers - where students track their own curriculum coverage.

IEMs (Individual Education Meetings) - where each learner leads a meeting with parents/whānau to share their learning. To do this, students need to engage deeply with their learning, reflecting, presenting evidence for their learning and indicating their next goals.

Independent Learning Time - students use this independent time to prioritise what is on top for them, set learning goals, and self manage to achieve their learning goals. This is a time when students can work towards their **CLOAK Badging** by pitching their evidence of learning and reflections to their Advisory Teacher. This may also be a time for learners to engage in design thinking, inquiry, or passion projects.





CLOAK BADGING



KINDNESS AND RESPECT

Manaakitanga
Kaitiakitanga
Kotahitanga



AHUREA TUAKIRI

Whakapapa
Tangata Whenuatanga
Hapori



CHALLENGE OUR MINDSET

Perseverance
Adventurous
Mindset



LEARNING POWER

Critical Thinking
Creative Thinking
Connected Thinking



OURSELVES AS LEARNERS

Meta Learning
Engagement
Managing Self



OURSELVES AS LEARNERS: DEVELOPING (LIFT OFF) DIGITAL BADGE

META LEARNING

Thinking about learning promotes learning.

ENGAGEMENT

Engagement requires ongoing effort.

MANAGING SELF

Learning requires ownership and responsibility.



OURSELVES AS LEARNERS: BRONZE (CLIMBING)

META LEARNING

I understand that I am a learner and I learn in particular ways.

ENGAGEMENT

I understand that engagement requires attention, curiosity and interest.

MANAGING SELF

I understand that I am in control of my learning.



OURSELVES AS LEARNERS: GOLD (SOARING)

META LEARNING

I actively seek out new ways of learning to develop a habit of continual improvement.

ENGAGEMENT

I experiment with new ways of engaging in learning experiences.

MANAGING SELF

I create my own opportunities to direct my learning.



OURSELVES AS LEARNERS: SILVER (FLYING)

META LEARNING

I think and talk about how to learn and use this knowledge to further my learning.

ENGAGEMENT

I use a range of strategies to be actively involved in my learning.

MANAGING SELF

I am responsible for and make choices to positively contribute to my learning.

Each Cloak attribute will have the corresponding badge hierarchy to attain.



We value the dispositions and competencies embedded in our CLOAK, and badging is a way for us to acknowledge and celebrate our learners who are showing evidence of achievement in the CLOAK attributes.

The research is clear that badges help motivate continued engagement and incentivise learners to engage in positive learning behaviours such as managing self, being motivated to learn, completing learning tasks on time, and making good choices about where and how they learn.

The criteria for each badge ensures that it is clear to each learner how to achieve and what their next steps are in their CLOAK learning. Badging also offers an opportunity for our learners to really own their own learning and show initiative to do the mahi to earn their badge. Once students have earned their Digital Badge in three or more courses, they can then pitch for their Bronze Badge, followed by Silver and Gold, which they can wear with pride.

Students wearing their CLOAK badges also earn privileges at school, such as being able to sit in the café during break times and enjoying an express line at the café.



All ākonga (learners) will be taught from the New Zealand Curriculum and will be able to access experiences targeted at their level.

During these years, students have opportunities to achieve to the best of their abilities across the breadth and depth of the New Zealand Curriculum – values, key competencies, and learning areas – laying a foundation for living and for further learning.

A responsive curriculum will recognise that students in these years are undergoing rapid physical development, becoming increasingly socially aware, and encountering increasingly complex curriculum contexts. Particularly important are positive relationships with adults, opportunities for students to be involved in the community, and authentic learning experiences.

ASSESSMENT

To make an overall judgement about your child's learning progress we use:

- Curriculum progressions (curriculum levels)
- SOLO (Depth of Understanding)
- Rich Learning Experiences
- Day to day classwork
- Home learning
- Standardised Testing (PATs and e-asTTle)

REPORTING

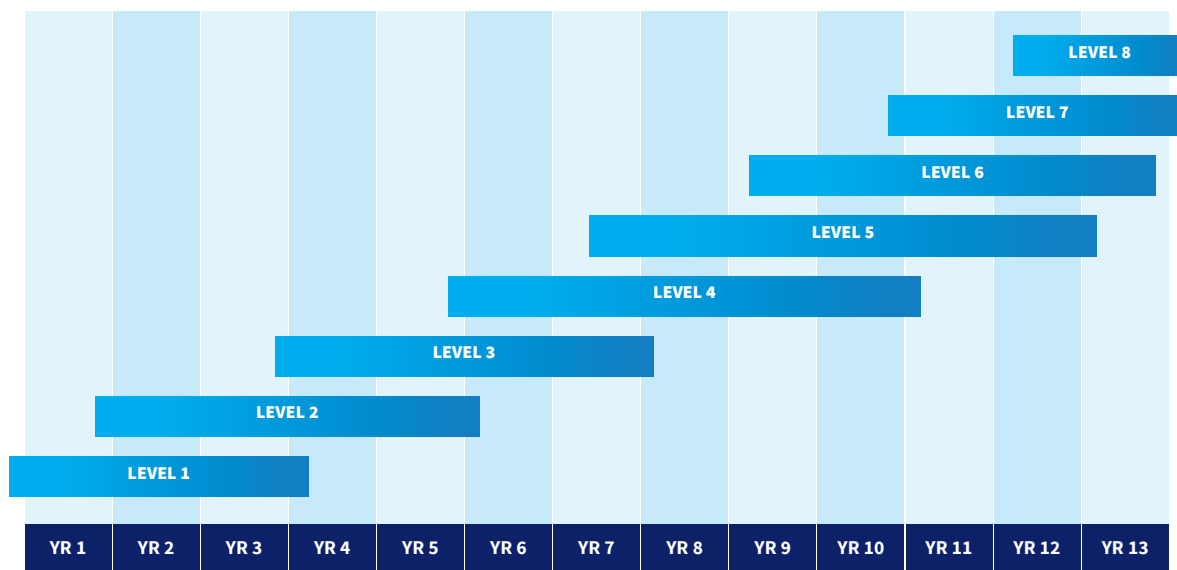
It is important to us to know your child's learning needs and to communicate regularly about their learning progress.

- Class Effort Reports home to parents/guardians (fortnightly)
- Cumulative Data Reports (three times per year)
- IEMs (Individual Education Meetings)
- Schoology (parent portal allows for in-the-moment sharing of student learning, feedback and assessment results)








CURRICULUM LEVELS

The diagram below, from the Ministry of Education, shows which curriculum levels students should be working at against each year level of schooling. You can use this as a guide to interpreting the curriculum level grades teachers have assigned for each Learning Area in your child's courses.



DEPTH OF THINKING (SOLO TAXONOMY)

As well as students progressing through the curriculum, we also think it is important to assess how deeply students are thinking about what they are learning. To do this, we use SOLO Taxonomy. This taxonomy is also the foundation of the different levels of achievement available to students in NCEA.

| | | | | |
|---|---|---|---|---|
|  |  |  |  |  |
| Prestructural | Unistructural | Multistructural | Relational | Extended Abstract |
| Little / No Understanding | Surface Understanding | Surface Understanding | Deep Understanding | Conceptual Understanding |
| Still needs help to understand concepts and complete tasks | Understands an idea or can complete one skill within a concept | Understands many things about a concept, but still at a surface level | Can explain ideas or relate ideas to each other | Can evaluate ideas or apply them to another context |



WEEKLY TIMETABLE

Our day/week structure allows for significant time to be spent in all four aspects of our Curriculum, as described on previous pages.

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------------|-------------|-------------|-----------------------------|-----------------------------|-----------------------------|
| W 8:45-9:00 | ADVISORY | ADVISORY | (LATE START) | ADVISORY | ADVISORY |
| W 9:00-9:30 | AHUREA TIME | AHUREA TIME | | AHUREA TIME | AHUREA TIME |
| B1 9:30-11:00 | ADVISORY | MODULE 3 | ADVISORY | MODULE 3 / FLIGHT TIME 3 | MODULE 1 |
| 11:00-11:30 | INTERVAL | | | | |
| B2 11:30-1:00 | MODULE 2 | MODULE 2 | MODULE 3 | MODULE 1 | MODULE 2 / FLIGHT TIME 2 |
| 1:00-1:45 | LUNCH | | | | |
| B3 1:45-3:15 | MODULE 3 | MODULE 1 | MODULE 1 / FLIGHT TIME 1 | MODULE 2 | ADVISORY |



ROTOTUNA
JUNIOR HIGH SCHOOL

SOAR

to positive behaviour

S

We strive to do our best always

This is what we do:

- We have a positive attitude and growth mindset
- We complete tasks to the best of our ability
- Stay focused on learning
- We set goals for success

O

We are on time ready to learn

This is what we do:

- We are in the space by the beginning of the lesson
- We bring the right equipment ready for learning
- We ask for permission to leave a space
- We make good choices for our learning



A

We always use technology as a tool for learning

This is what we do:

- Our phones and headphones are off and away unless needed for learning
- When anyone is talking to us our devices are closed
- We are responsible digital citizens
- We only have internet windows and/or software relevant to learning open

R

We respect ourselves, others and our space

This is what we do:

- We are kind to each other; we are inclusive and tolerant
- We take care of our and others' property; if there is a mess, we clean it up
- We make sure everyone has the right to learn and to teach
- When we are out in the community we are ambassadors of RJHS
- We wear our uniform with pride

PRODUCTIVE, MODERN, E-LEARNING AND BYOD

Our modern learning environment has been purposefully designed to accommodate individual learning differences.

Our innovative, modern learning environment is flexible, open and well-resourced to enable our ākonga (learners) to engage in learning that is personalised, socially constructed, differentiated, ākonga (learner) initiated and connected.

E-LEARNING

At RJHS we want to encourage and enable learning that can happen anywhere, at anytime, and in a way that allows all learners to reach their highest potential. One of the many ways of achieving this is through e-Learning.

Students learning with devices will allow us, as a school, to develop digitally literate citizens who will be best placed for using technology in their worlds outside of school in a considered and responsible way.

Through the use of e-Learning devices, RJHS learners will have access to a wide range of learning tools. This will enable us to seek out and choose the best tools for every learning situation to meet the needs of a wide variety of learners. By having access to digital devices, our learners

can have personalised learning programmes and share their learning with the world.

RJHS is a Google Suite school. This means we have the full range of Google Education products available to use in our teaching, learning and administration. The advantage of the Google suite is that it is accessible on all devices across all the different platforms (eg. Windows PC, Android, Apple).

The GAFE suite includes the following tools: Drive (with storage for every student); Docs; Sites; Sheets; Slides; Forms.

Due to the nature and compatibility of GAFE tools, we have some device recommendations (see BYOD recommendations opposite).





FUTURE FOCUSED TECHNOLOGY

Rototuna Junior High School is fitted out with a modern, state of the art network infrastructure. We provide high-spec technology to meet specific needs of the curriculum, such as Digital Technology, Robotics, Coding and Music. Rototuna Junior High School operates a high trust model approach to e-Learning and ICT use. Teaching ākonga (learners) how to capably, safely and responsibly use digital technology is fundamental.

BYOD

Rototuna Junior High School is a BYOD (Bring Your Own Device) school to allow for seamless integration of learning both inside and outside of school. We recommend students invest in a Chromebook, netbook or a laptop – any Internet capable device that can assist learning.

The most important factors to consider when purchasing a device are: **battery life** (it should last the school day without charging), **wireless**, **compact**, **lightweight** and **durable**:

Battery Life: Needs to last 5-6 hours to be able to get through a school day without recharging.

Weight: Should be light enough for your child to carry around all day.

Wireless: Must be dual-band capable, and state that it has a/g/n or a/b/g/n

RAM: Should be 2GB or more, or else programmes may be much slower to run.

CPU: Faster is usually better, but may also reduce battery life.

Robustness: A device should be strong enough to survive a fall onto a hard surface.

Insurance: While we take care to protect students property, we cannot accept responsibility for devices lost or stolen, so make sure it is covered for these possibilities.

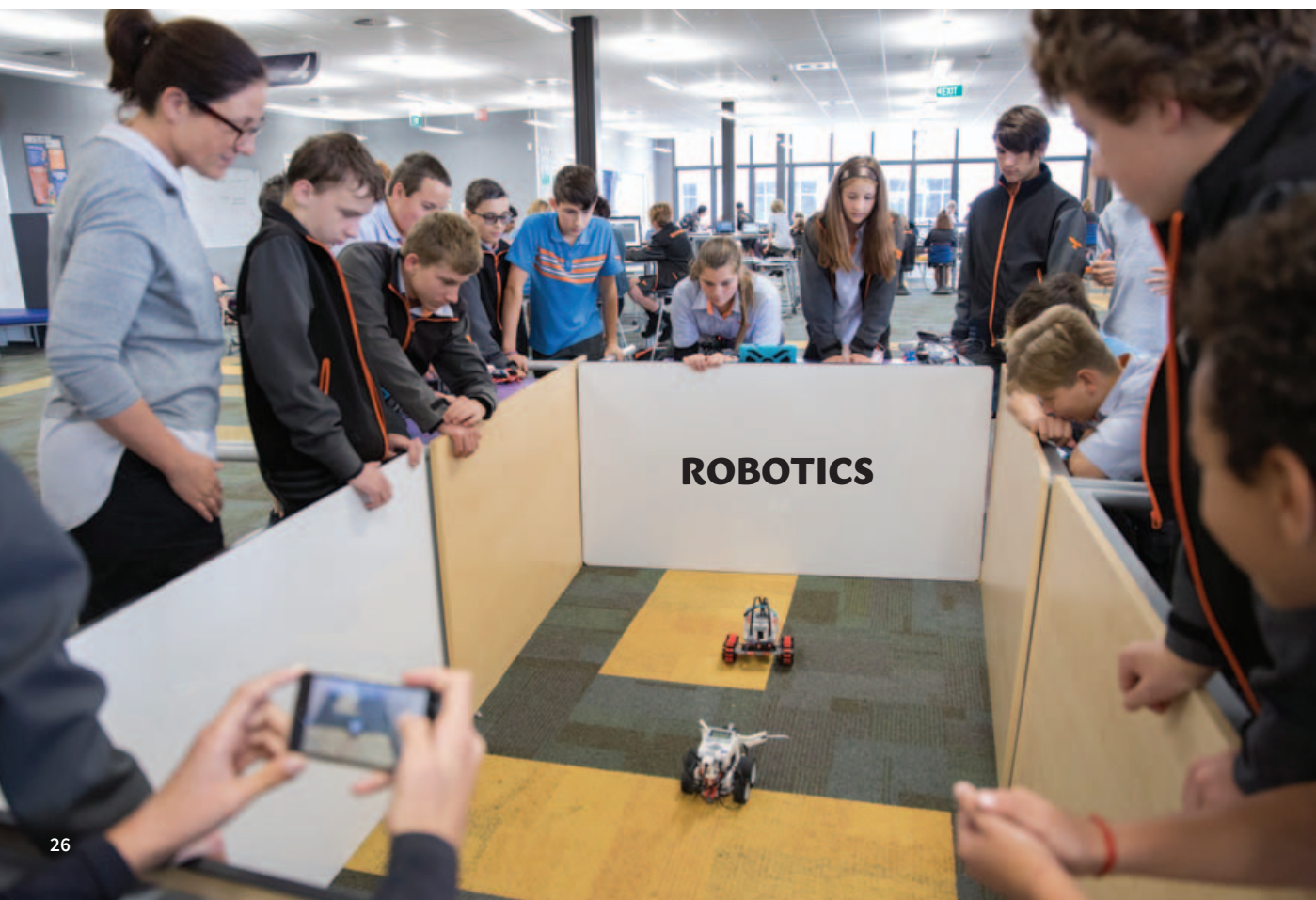
A number of desktop computers will also be available to all ākonga (learners) around the school.



CO-CURRICULAR OPPORTUNITIES



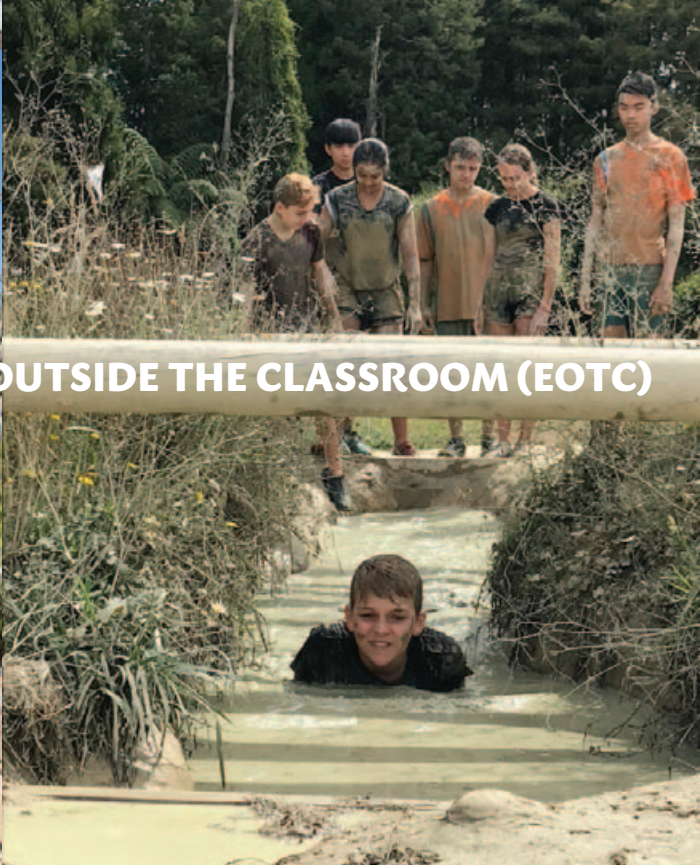
DRAMA AND DANCE



ROBOTICS



EDUCATION OUTSIDE THE CLASSROOM (EOTC)





KAPA HAKA



FOOD TECHNOLOGY

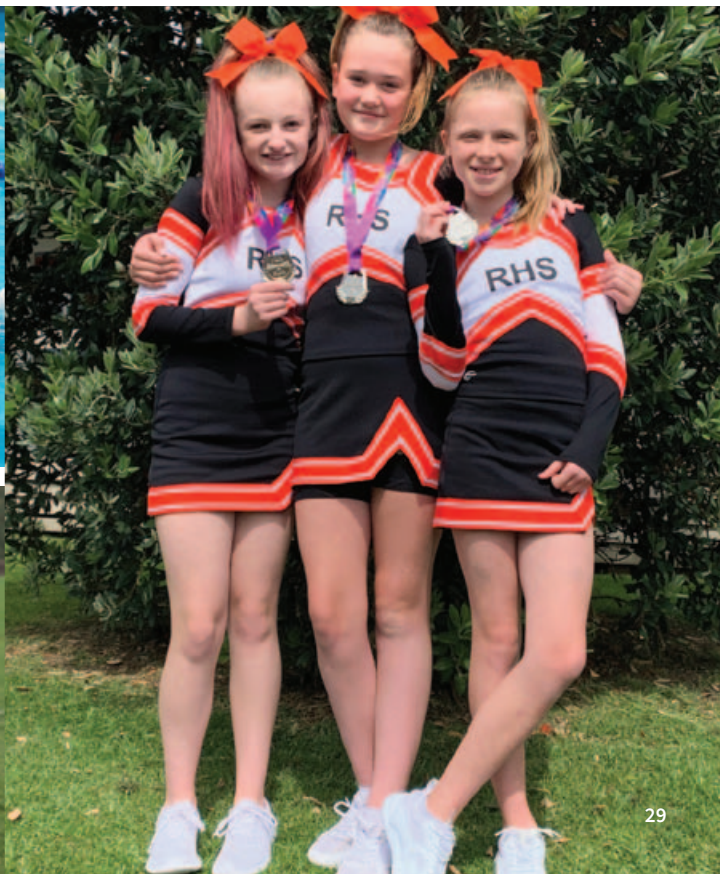




MUSIC



SPORTS



We have a range of items to choose in our uniform line up. It is a modern uniform which allows flexibility and individuality. The uniform has been designed and developed in consultation with our Board of Trustees, ākonga (learners) and foundation staff.

Full details of the uniform is available on our website and is part of the enrolment information pack.

School Shoes: Shoes and sandals are to be totally visibly black (i.e. when your child is standing all you can see is the colour black, including side of soles). There are to be no coloured logos or laces evident. Socks are to be plain black or plain white only.

Closed in shoes must be worn for technology classes, i.e. Science, Food, Hard and Soft Materials.

Sports shoes can be worn for physical education and sports practices ONLY. The regulation black shoes/sandals must be worn at all other times.

Hosiery: Socks should be plain black or white. Plain black pantyhose.

Physical Education: Rototuna Junior High School Physical Education shirt and shorts.

A hoodie is also available to supplement the regular uniform and a tracksuit is available to supplement the PE uniform.

Our uniform is supplied by **NZ UNIFORMS**.

We strongly advise you visit the NZ Uniforms store to sample items before purchasing online.



Hamilton Store
244 Tristram St, Hamilton
07 839 4550
Hamilton@nzuniforms.com

NZ UNIFORMS

Polo Top and Shirts



NZ UNIFORMS

Sweatshirt and Jersey



NZ UNIFORMS

Softshell Jacket, Hoodie and Scarf



NZ UNIFORMS

PE Tee and Shorts



DONATION/STATIONERY

We operate as a cashless school with online banking, EFTPOS and the KAMAR Portal available to pay school donations, course expenses and other school activity fees. Statements will be sent for all school payments at the end of each term.

School donations are \$70 per term or \$280 for the year. For those with two or more ākonga (learners) at Rototuna High Schools the donation is capped at \$110 per family per term, or \$440 for the year maximum for the donation.

Ākonga (learners) and their whānau will be informed of stationery requirements close to the start of each semester.

HOW TO ENROL

Enrolments can be completed online at **www.rhs.school.nz/enrolments**. Please allow 20 minutes to complete (per student).

All new students must complete the enrolment form. Once your enrolment form is completed (with supporting documentation) you will receive a form to indicate friends your child would like to be with in their Advisory Class or Hapū (forms close at the end of August when we ask all enrolments to be completed).

All enrolments need to be made via an official enrolment form. Enrolment information can be requested from the school reception via **communication@rhs.school.nz**

For all new ākonga (learners) arriving during term time to Rototuna High Schools, whānau are required to book a time for an enrolment interview that will allow us to learn more about the aspirations you and your child have for their learning at our school.



ZONING

Rototuna High Schools are located close to the northern boundary of Hamilton City. Students are accepted from within a defined geographic zone. We are not accepting any out of zone enrolments.

SEARCH YOUR ADDRESS

A website is available for you to search your address to confirm what school zone your home is in. Visit TKI to search your address and see a visual representation of the school's enrolment zone.

<http://nzschools.tki.org.nz/>





TE KURA NUI O
ROTOTUNA
JUNIOR HIGH SCHOOL

ROTOTUNA JUNIOR HIGH SCHOOL

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