

Strategic Plan 2024-2025



KAUPAPA (VISION)

The shared vision for Rototuna High Schools includes our Mission Statement, Motto, Principles and Values - 'Our Kaakahu, Our CLOAK'. These elements of our vision communicate what we as a school and community believe are important for our people and aim to achieve.

Motto

Connect, Inspire, Soar

Mission Statement

Empower our people to be connected, collaborative, community-minded learners inspired to soar.

Foundations of our Curriculum Decision-making

CONNECT through collaboration and whanaungatanga.
INSPIRE through personalised authentic learning experiences.
SOAR through creativity and innovation.

Principles

Our Principles are informed by a range of educational research and experience from a range of sources. The Principles guide the direction of our curriculum design and pedagogy.



AKO

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



WHANAUNGATANGA

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



MANAAKITANGA

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



TANGATA WHENUATANGA

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



CONTEXT

Our Context: The Rototuna High Schools Board are privileged to be governing two modern, purpose-built schools that sit side by side on the same whenua (campus). A Junior High—Senior High model means that we can offer a seamless educational journey that is focused on the specific learning needs of our students.

At the Junior High as emerging adolescents (Y7-10) our students experience a broad and balanced curriculum. They access all subjects across the curriculum so that they can find their passions and interests in a well-supported environment. Our model allows for them to have a significant adult, in their Learning Advisor, to guide them on their journey for their entire time at our school.

Moving into the Senior High as young adults (Y11-13) we work closely with your students across their final three high-stakes years towards their NCEA qualifications. Across a broad curriculum, we design deep learning experiences that promote critical, creative and caring thinking which develop essential future-focussed skills and dispositions needed for success. Students are able to manage projects, problem-solve and gain work experience establishing important relationships in the community while exploring potential pathways at school. This creates the foundation for students to walk into the world with dignity, purpose and options.

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STRATEGIC FOCUS

Rototuna High Schools focus on **FOUR (4)** strategic goals:

Strategic Goal One HAPORI	Strategic Goal Two WHANAUNGATANGA	Strategic Goal Three WAANANGA	Strategic Goal Four MANAAKITANGA
Foster a culture that is inclusive and values all.	Strengthen our partnerships with whaanau, iwi and community	Provide engaging and challenging learning opportunities so everyone thrives.	Ensure our environment enhances wellbeing/hauora for all RHS students.

Strategic Goal One <i>Our focus as a school is to...</i>	Initiatives: <i>To achieve this, we will...</i>	Measures of success (Key results): <i>We will know we are successful when...</i>
Foster a culture that is inclusive and values all. (NELP: 1, 2, 3, 5)	1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity;)	Improvement in survey results / focus group feedback Feedback from whaanau and pasifika group Increase in participation in engagement opportunities
	1.2 Recognise successes (awards, recognition, prizegiving, comms)	Improvement in survey results / focus group feedback Wider participation in success celebrations

Strategic Goal Two <i>Our focus as a school is to...</i>	Initiatives: <i>To achieve this, we will...</i>	Measures of success (Key results): <i>We will know we are successful when...</i>
Strengthen our partnerships with whaanau, iwi and community (NELP: 2, 3, 5)	2.1 Review and refine the way we engage with whaanau	Well coordinated day-to-day running of the communications from the school/s Progress and achievement reporting meets the needs of whaanau and they feel well informed about their child/young person's progress and achievement at RHS
	2.2 Implement our kahui ako plan with Ngaati Wairere & Te Pae Here	Key liaison person appointed Effective working relationship with Ngaati Wairere; increased representation of Ngaati Wairere at school events Feedback from Ngaati Wairere used to inform school tikanga, kawa, and curriculum

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Strategic Goal Three <i>Our focus as a school is to...</i>	Initiatives: <i>To achieve this, we will...</i>	Measures of success (Key results): <i>We will know we are successful when...</i>
Provide engaging and challenging learning opportunities so everyone thrives. (NELP: 2, 3, 4, 6, 7)	3.1 Use Te Mataiaho to review and reinvigorate our localised curriculum to prioritise engaging, real world contexts; and future-focused, responsive, pathways.) 3.2 Strengthen approaches that provide stretch/appropriate levels of challenge/high expectations/rigour	Focus group feedback Localised curriculum review completed All RSHS students receive career advice during their time at school. Implement and refine our Effective Teacher Profile Focus group feedback/student voice
Strategic Goal Four <i>Our focus as a school is to...</i>	Initiatives: <i>To achieve this, we will...</i>	Measures of success (Key results): <i>We will know we are successful when...</i>
Ensure our environment enhances wellbeing/hauora for all RHS students. (NELP: 1, 3)	4.1 Develop and strengthen prosocial practices across the schools. 4.2 Ensure effective wellbeing supports are available for all students.	Improvement in survey results/focus group feedback Reduction in recidivist behaviour and successful engagement in learning Improvement in Good Space survey results Improvement in survey results / focus group feedback Students who have presented with wellbeing challenges have successfully transitioned away from formal support