

RSHS STRATEGIC & ANNUAL PLAN 2026



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.

Rototuna Senior High School will focus on three strategic goals:

Strategic Goal One

*GOAL 1: Powerful Teaching and Learning
Inspire deep powerful learning supported through high impact culturally responsive pedagogies.*

Strategic Goal Two

*GOAL 2: Personal Empowerment
Empower every learner through high expectations to develop a strong sense of identity to confidently take charge of their futures*

Strategic Goal Three

*GOAL 3: People Belonging
Optimise our environment to foster a deep sense of belonging, safety, and pride for every member of our school community.*

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GOAL 1: Powerful Teaching and Learning		<i>Inspire deep powerful learning supported through high impact culturally responsive pedagogies.</i>	
		<i>“Follow the path of learning and the world is yours”</i>	
Initiatives	Actions	Success Statement	
<p>1.1 Use feedback loops to understand the impact of “Teaching to the North-East” interactions and amplify the most powerful strategies through our quality teaching model.</p>	<ul style="list-style-type: none"> • PLD for staff to understand valued outcomes for students related to the impact of teaching on learning. • Collaborate and determine some key questions for students that provide teachers information about the impact of their interactions. • Develop a system regularly gaining student voice related to teaching impact that is used by teachers to refine practice and is accumulated to provide school-level data on practice impact. • Identify powerful high impact strategies that are added to the schools practices in the quality teaching for deep learning model. 	<p><i>We will know we have been successful when we empower our rangatahi to walk forward in their world with the wisdom and expertise that opens doors and creates new possibilities</i></p>	
<p>1.2 Develop a curriculum response to upcoming changes that uphold our school’s aspiration to provide powerful, connected teaching and learning experiences.</p>	<ul style="list-style-type: none"> • Ensure appropriate staff attend Ministry of Education curriculum and NCEA/assessment change professional learning. • Deputy Principal and Poutiaki mentoring to track changes in curriculum and NCEA/assessment framework. A working group established to understand the revised curriculum (including progressions, phases, and new features) and to feedback key learnings and implications. • School review of timetable and course structures to respond to curriculum/assessment changes. • Teachers use curriculum progressions to develop and design courses that ensure deep learning opportunities (critical, creative, connected and caring thinking) • Teachers understand the requirements of the revised assessments and develop learners assessment capabilities (an aspect of learner agency) 		

GOAL 2: Personal Empowerment		<i>Empower every learner through high expectations to develop a strong sense of identity to confidently take charge of their futures</i>	
		<i>“I can be everything I thought I can be and more”</i>	
Initiatives	Key outcome measures	Success Statement	
<p>2.1 Uphold high expectations for all students in ways that deepen their sense of self as they stretch their own capabilities.</p>	<ul style="list-style-type: none"> • Expectations for rangatahi evidencing their learning are agreed, timeframes established, published and shared with home. • Processes for assessment completion, marking, moderation and verifying grades are followed. • Students are supported to complete work on time through a formalised tutorial system. • All work towards assessments is completed as per course outlines, unless negotiated with Pouhere and whānau as part of a personalised programme. • Introduction of recognition for completing courses. 	<p><i>We will know we are successful when our rangatahi break through learning limits to be more than they ever thought possible.</i></p>	
<p>2.2 Grow pathways that leverage off future-focussed opportunities.</p>	<ul style="list-style-type: none"> • Ensure appropriate staff attend any Ministry of Education professional learning to understand vocational subjects and awards rollout. • Initiate strong Industry Skills Board (ISB) connections. 		

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- School review of timetable and course structures to respond to vocational curriculum/assessment changes.

GOAL 3: People Belonging		
Optimise our environment to foster a deep sense of belonging, safety, and pride for every member of our school community.		
"Shaping identities together"		
Initiatives	Key outcome measures	Success Statement
3.1 Spaces are utilised to support and enhance a safe and orderly learning environment.	<ul style="list-style-type: none"> • Staff and Students identify the extent to which physical spaces support and enhance learning as well as what the greatest challenges are in relation to the physical environment. • Professional learning focusing on how to maximise the benefits of our current spaces for teaching and learning. • Use identified challenges and potential solutions to inform 5YA scope, including the costing and project management of longer-term structural improvements. 	<p>We will know we are successful when our people are our greatest advocates. Where everyone is excited to share how our school has shaped them and how they have shaped our school.</p>
3.2 Continue to foster an inclusive environment that values diverse backgrounds and strengthens our collective sense of belonging through honoring the principles of Te Tiriti o Waitangi.	<ul style="list-style-type: none"> • Development of school narratives in partnership with Ngaati Wairere. • Updated induction for staff and students to centre around our narratives. • Kaiako appointment to students Councils • Communications and invitations to regular meetings/activities strengthened. 	

Achievement Targets 2026

OVERALL NCEA ACHIEVEMENT is at or exceeds Equity Index Band

Year 11 Progress: @ 10 Lit and 10 Num @30+ Credits @ Level 2

Year 12 Progress: @ 80% gain NCEA L2

Year 13 Progress: @ 75% gain NCEA L3 @ 65% University Entrance

Endorsed Certificates at both Level 2 and 3:

@ 20% Merit endorsed @ 15% Excellence endorsed

And Māori experience the same levels of success as non-Māori

Engagement 2026

That 50% of our ākonga attend 90% or more of the time in all three parts of our curriculum.
That 35% of our ākonga attend more than 80% - 90% of the time in all three parts of our curriculum:

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Whānau
Wānanga Ako
Puna Wānanga

All students at year 13 have been supported to access expertise and advice and those at year 12 who go on to train, trades or employment. This may involve careers exploration through Huarahi Ako (careers central), the Pathways team, or experts from our Tertiary providers