



# ROSEHILL INTERMEDIATE SCHOOL

## RIS Strategic Vision 2023 - 2025

### WHAKATAUKI

Kia Kaha, E tū ki te kei o te waka,  
kia pakia koe e ngā ngaru o te wā  
*Be Strong, stand at the stern of the canoe  
and feel the spray of the future biting at  
your face*

### VISION

Rosehill Intermediate School will prepare students for a global future by ensuring that they are confident, connected and lifelong learners.

### WHĀNAU EXPECTATIONS FOR THEIR TAMARIKI

- A school where everyone is emotionally safe and their wellbeing is nurtured
- A school where students enjoy a wide range of learning opportunities/experiences and are actively engaged
- A school environment where everyone builds and values respectful relationships and cultural identity

### VALUES

*Respect*

*Integrity*

*Self Management*

### LEARNER ATTRIBUTES

#### Resilient

*I don't give up*

I persist with my tasks even when they are tough and see mistakes as part of my learning.

#### Achieving

*I make progress*

I am ambitious and motivated in my learning and create achievable goals for my learning.

#### Collaborative

*We learn together*

I listen, cooperate and communicate respectfully in a positive manner while working in a group.

#### Enquiring

*I question to learn*

I show curiosity and can ask questions to help connect my learning.

#### Reflective

*I think about my learning*

I can talk about my achievements and my next learning steps.

**Whānaungatanga - Rosehill whānau values everyone**

### TIKANGA

#### Wairua

*I am true to myself*

I will connect with all parts of my wellbeing to persevere through challenging times.

#### Mōhiotanga

*My learning is visible*

I will use my learning intentions and success criteria to guide and make my learning successful.

#### Tuakana / Teina

*I will support others*

I will tautoko others and use what I know to help them to build their knowledge and grow.

#### Manaakitanga

*I will show encouragement*

I will create opportunities to extend knowledge by creating questions to encourage learning.

#### Rangatiratanga

*I can create learning pathways*

I am in control of my learning and use my next steps to create pathways for success with my learning.

	OBJECTIVES	PRIORITIES
N	Learners at the Centre (Obj. 1)	School is safe, inclusive and free from racism, discrimination, and bullying. High aspirations for every ākonga, high expectations of staff and high degrees of support from whānau and community to support learning.
E	Barrier-free Access (Obj. 2)	Reduce barriers to education for all, including Māori and Pacific learners/ākonga, and those with learning support needs. Ensure that every learner/ākonga gains sound skills in literacy and numeracy.
L	Quality Teaching and Leadership (Obj. 3)	Teachers are assessment capable practitioners. Collaborative practices amongst teachers to improve pedagogy and learning outcomes for ākonga. Development of leadership capabilities across the school. Strengthen our Tikanga and Te Reo across the school.
P	Future of Learning and Work (Obj. 4)	Create and cultivate a local curriculum. Incorporate learning opportunities that utilise local industry and work opportunities.

## Strategic Goals 2023 - 2025

GOAL 1: TEACHING AND LEARNING	
Engage and participate in learning for all ākonga through use of shared assessment for learning practices	Enhance teacher assessment capabilities, through - <i>Assessment for Learning</i> Professional Development. Develop student agency across the school. Ensure teachers and learners are <i>assessment literate</i> and are able to shift the school culture from doing learning to being learners. Build the capacity of teachers new-to-New Zealand and grow the capabilities of all our current staff. We want to ensure that we are adding value to our teachers and learner's toolbox, so they are confident, capable, active learners. We want our ākonga to know what they are learning, why they are learning it and how they will learn it and then to identify their next steps of learning. Our PLD will develop a shared language among teachers, and learners and in turn support our school goal and Kahui Ako strategic goal.
Implement a rich, authentic and localised curriculum that actively engages ākonga and provides a wide range of learning opportunities for all	Develop and deliver a rich inquiry curriculum that draws on our local resources, whanau engagement and knowledge of local iwi Create opportunities that engage all ākonga in a wide range of learning context
Engage in high quality professional learning and transparency of practice to develop high standard of pedagogical practice	Deprivatisation of practice is evident across the school that builds teacher capability, enables reflective practice, and promotes growth coaching- viewing others' practice

## GOAL 2: WELLBEING

<p><b>Create a culture of wellbeing based in shared values and positive relationships in a safe and inclusive environment</b></p>	<p>Teachers develop strong, committed relationships with ākonga.            Teachers investigate and develop sustainable practices that contribute to student wellbeing and reflect te whare tapa wha            Teachers provide an environment that is physically and emotionally safe and supports the wellbeing of all our stakeholders            All stakeholders engage in connected, respectful ways that reflects the tikanga of our school</p>
<p><b>Develop sustainable learning support systems and practices to ensure all ākonga have learning programmes that meet their needs</b></p>	<p>To continue to develop an environment which promotes student engagement with their learning and improves achievement outcomes for all students.            To ensure all students are able to access the NZ Curriculum as appropriate and relevant to their achievement level, their special learning needs and ethnicity. This will be evidenced by progress and achievement data in relation to curriculum levels.</p>
<p><b>Develop sustainable wellbeing support systems and practices that all ākonga can access</b></p>	<p>To affirm students' different cultural identities so that everyone feels safe, welcomed and celebrated for who they are within their cultural contexts. This is incorporated into teaching and learning.</p>

## GOAL 3: COMMUNITY CONNECTIONS AND INCLUSIVITY

<p><b>Create opportunities to engage and communicate with our community</b></p>	<p>To develop a local curriculum that incorporates Tikanga at Rosehill Intermediate School, takes our learners needs, identity, language and culture into teaching and learning programmes, collaborates with whanau and wider community and gives learners the skills they need to succeed in education and life.</p>
<p><b>Provision of programmes that give student voice/student agency</b></p>	<p>Developing leadership and agency with our ākonga so that they are provided with opportunities for student voice.</p>
<p><b>Cultural responsiveness will be evident in our practices as an essential component of school life</b></p>	<p>The unique history of Ngāti Tamaoho is acknowledged and is a foundation for student appreciation and understanding about our community.            Students and staff have a sound understanding of tikanga and te reo Māori.            Governance recognise and give effect to Te Tiriti o Waitangi.            To ensure Māori Students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori.</p>