



RSHS ANNUAL IMPLEMENTATION PLAN 2025

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.

Strategic Goal One - HAPORI

Foster a culture that is inclusive and values all.

1.1 Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).

1.2 Recognise successes (awards, recognition, prizegiving, comms)

NELPs: 1, 2, 3, 5

Strategic Goal Two - WHANAUNGATANGA

Strengthen our partnerships with whaanau, iwi and community.

2.1 Review and refine the way we engage with whaanau.

2.2 Strengthening the role of the Kaiarahi in the learning partnership with whaanau

NELPs: 2, 3, 5

Strategic Goal Three - WAANANGA

Provide engaging and challenging learning opportunities so everyone thrives.

3.1 Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all

3.2 Develop teaching capabilities using our RSHS quality teaching model to cause deep learning

NELPs: 2, 3, 4, 6, 7

Strategic Goal Four - MANAAKITANGA

Ensure our environment enhances wellbeing/hauora for all RHS students.

4.1 Develop and strengthen prosocial practices across the schools.

4.2 Ensure effective wellbeing supports are available for all students.

NELPs 1, 3

STRATEGIC GOAL 1: Foster a culture that is inclusive and values all.

Initiative 1.1. Celebrate diversity and promote inclusion (language, culture and ethnicity; identity).

Actions	Success indicators
<ul style="list-style-type: none"> Increase visibility of school events, opportunities and cultural events so students /families can actively engage in these celebrations. 	<ul style="list-style-type: none"> Improved results and sense of belonging Increase in participation in engagement opportunities
<ul style="list-style-type: none"> Coordinate and continue to grow involvement in cultural celebrations across both schools. Continue to refine operations and structures of student councils to grow involvement Identify external opportunities for our Cultural Council to engage in. Events, Expos and Scholarships 	<ul style="list-style-type: none"> Increased attendance and positive feedback on events Increased engagement opportunities Higher numbers of cultural liaison and teaching staff involved

Initiative 1.2. Recognise successes (awards, recognition, prizegiving, comms)

<ul style="list-style-type: none"> Increasing communication reach that celebrates a positive school culture and expanding the range of ways both students and staff are recognised grows 	<ul style="list-style-type: none"> Improved results in feedback about sense of belonging and being valued
<ul style="list-style-type: none"> Expand how we recognise success 	<ul style="list-style-type: none"> Improved results in feedback about sense of belonging and being valued

STRATEGIC GOAL 2: Strengthen our partnerships with whaanau, iwi and community.

Initiative 2.1. Review and refine the ways we engage with whaanau.

Key Actions	Outcomes
<ul style="list-style-type: none"> Regularly engage with family and whānau across the year to seek feedback and feedforward to strengthen our partnership 	<ul style="list-style-type: none"> Whaanau feedback on having a voice and being in partnership with us
<ul style="list-style-type: none"> Improve coordination of communications so students and whaanau are well informed and feel connected to our school 	<ul style="list-style-type: none"> Our school community reports they know what is happening at school and for their students learning/achievements/workons

Initiative 2.2. Strengthening the role of the Kaiarahi in the learning partnership with whaanau.

<ul style="list-style-type: none"> We build partnerships with whaanau through reciprocal communication 	<ul style="list-style-type: none"> Whaanau feedback on having a voice and being in partnership with us
<ul style="list-style-type: none"> Whaanau curriculum designed to increase engagement in united tikanga growing our sense of unity and belonging to each other and our school 	<ul style="list-style-type: none"> Improved results in student survey re: belonging at school Staff and students understand the significance of our karakia, our haka, our pou and our space names

STRATEGIC GOAL 3: Provide engaging and challenging learning opportunities so everyone thrives.

Initiative 3.1. Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all.

Key Actions	Outcomes/Product
<p>LESSON STUDIES AND TLCS</p> <ul style="list-style-type: none"> Continue focusing on shared accountability within the model, emphasizing facilitators' confidence to steer discussions toward the impact of practice on student learning Develop systems for documenting and sharing desirable teaching strategies that connect to the model and promote these practices (resource bank, tracking feedback loops) 	<ul style="list-style-type: none"> Impactful practices are selected and showcased across the school as exemplars of the quality teaching model A system of desirable teaching strategies that connect to the model is available to staff that promotes these practices (resource bank, tracking feedback loops).

Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.

<ul style="list-style-type: none"> Lesson Studies and TLCs continue to grow the culture of professional learning in our school Identify teaching council expectations and set up a system for people to keep records of reflection and learning to update Professional Growth (professional standards expectations) and understanding of processes. Begin to collaborate teaching practices based on Teaching Standards as per the 	<ul style="list-style-type: none"> Lesson Studies regularly scheduled PL Identify teaching council expectations and set up a system for people to keep records of reflection and learning to update Professional Growth (professional standards expectations) and understanding of processes. Begin to collaborate teaching practices
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process for this to occur.

- Collect student-voice from marginalized groups to assess the impact of teaching on their learning..
- Conduct termly surveys to capture feedback from students with specific learning needs.

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- Conduct termly surveys to capture feedback from students with specific learning needs.

STRATEGIC GOAL 3: Provide engaging and challenging learning opportunities so everyone thrives.

Initiative 3.1. Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all.

Key Actions	Outcomes/Product
<p>WAANANGA AKO</p> <ul style="list-style-type: none"> • Intentionally capturing observations of strategies that the Poutiaki are leading in their departments to monitor changes. Strategies include: <ul style="list-style-type: none"> ○ Consistent use of learning intentions ○ Use of the learning environment, set up of space and expectations/routines for a safe and orderly environment ○ Strategies within the classroom that connect to our model promoting quality teaching for deep learning • Continue with Poutiaki to refine the progressions from Explore to Specialised to Mastery classes. Need to develop criteria to assessment loadings as the review introduces new changes. • Continue to work with RJHS to grow understanding of learning students bring through development of transition nuggets for more learning areas 	<ul style="list-style-type: none"> • Learning areas should monitor progress for all cohort and Maaori aakonga against the school's targets and their department goals <ul style="list-style-type: none"> ○ Each teacher does a standard review post teaching a course ○ Each teacher considers their Maaori aakonga success ○ Poutiaki collates this information into a summary (annual report) and key information is presented to the Board. ○ Annual board report includes reporting against these targets including achievement for Maaori. ○ DP mentoring involves regular check-ins to monitor progress at LA level for cohort and Maaori. • Tracking and interventions a more consistent approach across learning areas led by Poutiaki with DP support. • Focussing on completion of assessments and ensuring that course completion is marked by achieving over 14 credits at 3. This is actively monitored by Poutiaki. • Cohort and Maaori aakonga academic progress moves closer together and towards our targets <ul style="list-style-type: none"> • Quality outcomes improve and move closer to targets • Students report an increase in confidence coping with learning stretch and materials <ul style="list-style-type: none"> • More transition nuggets are being developed across RHS learning areas, with at least Maths and Sciences completed

Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.

<ul style="list-style-type: none"> • Use quality teaching for deep learning framework and sciences of learning to develop consistent design features of quality lessons through an iterative consultation process involving all Learning Areas. These features should begin to be visible and used throughout Learning Areas. The initial focus will be on quality learning intentions and developing Poutiaki understanding about what makes it quality. 	<ul style="list-style-type: none"> • Learning Area professional learning is focusing on the strategies the Poutiaki group have identified (for example, features of an effective learning intention) • Consistent use of learning intentions (they are visible) • Teachers and learners can say what they are learning and why • Document for new staff to outline features of a quality lesson that involves effective learning intentions, strategies for deep learning (Part of our effective teacher profile)
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STRATEGIC GOAL 3: Provide engaging and challenging learning opportunities so everyone thrives.

Initiative 3.1. Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all.

Key Actions	Outcomes/Product
WHAANAU	
<ul style="list-style-type: none"> Protect Whānau Curriculum Time – Ensure activities align with key priorities and limit disruptions. A detailed termly calendar will help plan for events like subject selection conversations. Develop ways to track engagement in – Use ‘purposeful noticings’ to monitor student participation and Kaiārahi implementation of designed curriculum activities. Explore ways to gauge student connection, including attendance monitoring. Establish a student focus group to assess and check about sense of belonging and their shared understanding of caring thinking after the implementation of activities. Strengthen staff and ākonga understanding of our restorative processes, language, and the restorative ‘way of being’. Ensure staff consistency by developing confidence through training and practice. Ensure that we are sharing restorative practices with all staff, especially with our ‘student facing’ staff. 	<ul style="list-style-type: none"> Whānau Curriculum is valued, people are on time and attendance increases across the year. Whānau Curriculum is valued, people are on time and attendance increases across the year. Student focus group gives positive feedback about their sense of belonging and their shared understanding of caring thinking after the implementation of activities. Staff and ākonga recognise an increase in restorative ‘way of being’ across the school. Regular training and practice engaging with restorative practices with all staff.

Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.

<ul style="list-style-type: none"> Sharpen Hui Focus – Reduce admin tasks and ensure hui time is centered on learning. Moving to a three-week cycle: Iwi Hui → Hāpu Planning → Check & Connect (1:1 mentoring), with Week 3 providing Kaihautū time to support and build Kaiārahi capability and consistency. Strengthen staff and ākonga understanding of our restorative processes, language, and the restorative ‘way of being’. Ensure staff consistency by developing confidence through training and practice. Ensure that we are sharing restorative practices with all staff, especially with our ‘student facing’ staff. Make clear connections between restorative practices (caring thinking), other PLD initiatives, and school values. 	<ul style="list-style-type: none"> Kaiārahi report increased understanding of and confidence carrying out their roles. Staff and ākonga recognise an increase in restorative ‘way of being’ across the school. Regular training and practice engaging with restorative practices with all staff. Consistent use of restorative practices (e.g., circles, mini conferences, class conferences) to set expectations and shared understanding from the start of the year.
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STRATEGIC GOAL 3: Provide engaging and challenging learning opportunities so everyone thrives.

Initiative 3.1. Refine our curriculum using the RSHS quality teaching model to ensure deep learning for all.

Key Actions	Outcomes/Product
PUNA WAANANGA	
<ul style="list-style-type: none"> • Create a Unistart and Intern pathway for Year 13 students on a Wed. • Create a 6 Roopu theme for PW. This will allow for a more flexible and adaptable space for the creation of student inquiry projects - called "How Might We". • Create a new vertical Professional learning structure similar to our TLC space. For 2 reasons - to reduce cognitive load on teachers and also allow for a meaningful support system - where Pouarataki can mentor and build teacher capability - in particular around the DTP (for deep learning). We will call these Oohoo. 3 Pouarataki to lead each Oohoo. • Work closely with The Design Factory NZ around building a stronger understanding on how to deliver a stronger DTP programme. Upskill teachers and practise using the DTP tools and therefore improve quality experience. • Engage in professional learning with the Youth Change Agents Scholarship. Again the focus will be on the Strengthening of how to teach DTP. • Ensure all students have a PW google site as portfolio evidence. 	<ul style="list-style-type: none"> • Unistart and Intern pathway for Year 13 students established. Aiming for 20 Y13 Unistart and 15 Y13 Internship. • Attendance increases for students involved in these programmes • 6 Roopu established and the number. Quality student inquiry projects in each roopu identified and showcased. • Teacher confidence using the design thinking process (DTP) increases. • DTP is evidenced in teacher planning and student projects. • Reference to DTP increases in Tuna Tank. • Programme development and curriculum plan is consistently linked to the DTP programme and tools available. • Teachers and students report increased engagement in their experience in Puna Waananga. • Teachers report increased confidence planning and teaching through the DTP in Puna Waananga. • Students consistently use their portfolios to showcase their learning in PW showcases.
PATHWAYS	
<ul style="list-style-type: none"> • New Pathways director to connect with UoW and set regularly mentoring visit at kura and at campus for all students and our Maaori and Pasifika students • Create a Students Pathways tracking system. Monitors completion of Pathways interview and Career Pathway. Track transition in E2E • Start scholarship support and application process early in Term 2 • Pathways focused opportunities grown in Wednesday programmes to give students more options: E2E, Unistart, Intern without impacting on wananga ako attendance • Employ a Gateway - teacher who can teach E2E and also lead gateway • Continue to develop the Huarahi Ako curriculum in Whaanau • Organise some targeted PL for key staff members to explore and understand how Career Central can further support students career/pathways planning 	<ul style="list-style-type: none"> • RSHS access and receive career/pathway advice during their time at school • Tracking used to monitor engagement and identify students to connect with • Scholarship applications begin in Term 2 • Options available to students involve E2E, Unistart, Intern • Gateway teacher employed. Student/community feedback about Gateway placements is positive. • Huarahi Ako curriculum is finalised in Whaanau. This becomes part of the teaching and learning for students in term 2-3 • Selected staff members have PL focused on Career Central

Initiative 3.2. Develop teaching capabilities using our RSHS quality teaching model to cause deep learning.

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STRATEGIC GOAL 4: Ensure our environment enhances wellbeing/hauora for all RHS students.

Initiative 4.1. Develop and strengthen prosocial practices across the schools.

Key Actions	Outcomes
<ul style="list-style-type: none"> Continue to strengthen the delivery of the Manaakitanga/Caring Thinking curriculum in Whānau classes. 	<ul style="list-style-type: none"> Reduction in antisocial behaviour, resulting in reduction of Stand Downs
<ul style="list-style-type: none"> Develop a sense of kaitiakitanga in our spaces by staff and students 	<ul style="list-style-type: none"> Staff and students feedback reports the school is a safe and orderly environment

Initiative 4.2. Ensure effective wellbeing supports are available for all students.

<ul style="list-style-type: none"> Director of KR to work with DPs to identify and implement an alternative tracking management system, to monitor student outcomes and provide data to help inform decision making. 	<ul style="list-style-type: none"> Alternative systems for ensuring wellness supports have been evaluated The ideal support (involving proactive identification features to target resources effectively for those in need) is identified.
<ul style="list-style-type: none"> Continue to use Good Space as a tool to measure presenting issues, until another tracking tool is found. Collect data early so that there is time to respond. Deputy principals across both schools continue to coordinate actions working with Kahui Rangatahi to begin establishing useful tracking systems. Develop and embed robust procedures for at risk students 	<ul style="list-style-type: none"> Goodspace administered early in the year Students who require counselling report an improvement in their wellbeing and develop their resilience by using strategies promoted by our support team Students identified and support offered to all high need cases Tracking system begins to be used Clear procedure for treatment of and communication about at risk students

Achievement Targets 2025

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

Engagement 2025

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:

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