Rosehill Intermediate School

RIS 2026 Strategic Plan

Rosehill Intermediate School will prepare students for a global future by ensuring that they are **confident, connected and lifelong learners.**
We bring this promise to life through our values of **Respect, Integrity, and Self-Management.**

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.

Our values and learner attributes				
Respect		**Integrity**	**Self-Management**	
Whānaungatanga - Rosehill whānau values everyone				
Resilient I don't give up	**Achieving** I make progress	**Collaborative** We learn together	**Enquiring** I question to learn	**Reflective** I think about my learning
I persist with my tasks even when they are tough and see mistakes as part of my learning.	I am ambitious and motivated in my learning and create achievable goals for my learning.	I listen, cooperate and communicate respectfully in a positive manner while working in a group.	I show curiosity and can ask questions to help connect my learning.	I can talk about my achievements and my next learning steps.

Our Tikanga				
Wairua I am true to myself	**Mōhiotanga** My learning is visible	**Tuakana / Teina** I will support others	**Manaakitanga** I will show encouragement	**Rangatiratanga** I can create learning pathways
I will connect with all parts of my wellbeing to persevere through challenging times.	I will use my learning intentions and success criteria to guide and make my learning successful.	I will tautoko others and use what I know to help them to build their knowledge and grow.	I will create opportunities to extend knowledge by creating questions to encourage learning.	I am in control of my learning and use my next steps to create pathways for success with my learning.

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

Rosehill Intermediate School

RIS 2026 Strategic Plan

Strategic Goals 2026-2028

Respect	Integrity	Self-Management
Learners: ❏ Feel safe, valued, and connected ❏ Demonstrate respect through collaboration, active listening, and positive relationships with peers ❏ Value diversity, culture and language	Teachers and learners: ❏ Work as active partners in the learning process ❏ Are curious, inquisitive, and support peers through tuakana–teina relationships that grow collective knowledge and excellence	Learners: ❏ Take ownership of their learning through goal setting, reflection, and visible progress ❏ Use feedback, learning intentions, and next steps to guide improvement, showing rangatiratanga by confidently managing their learning pathways and future aspirations

3-Year Strategic Programmes Roadmap

2026 ~ 2028

Partnerships with parents/ whānau in the learning and attendance process 2026-2027 foci	Community Engagement in celebrating student success and culture 2026-2027 foci	PB4L values and learner attributes (graduate profiles) into behaviours 2026-2027 foci	New Zealand Curriculum Refresh 2026-2028 foci	Adaptive and accelerated academic programmes for adolescence 2026-2028 foci	RIS Common Practice Model for Instructional Design / Evidence based pedagogy 2026-2028 foci	Inclusive and personalised transitions 2026-2028 foci	Visible Learning 2027-2028 foci

2026 **2028**

Overarching Measures Across All Strategic Goals						
Progress Measures			Outcome Measures			
Staff engagement in refresh curriculum PLD	Positive shift in student and staff engagement	Parent attendance at SLCs (90%) and community events (90%)	> 80% of students attending 90% of the time	80% students working at or above Phase 3 across Reading, Writing and Maths	Cohort shift in learner attributes by two levels	100% of Y8 students are enrolled and 100% of the transition reports are sent to high schools in NZ

Rosehill Intermediate School

RIS 2026 Strategic Plan Overview

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

Whakatauki	Our values	Learner attributes	Our Tikanga	Whānau expectations
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.	Respect Integrity Self-Management Whānaungatanga - Rosehill whānau values everyone	Resilient Achieving Collaborative Enquiring Reflective	Wairua Mōhiotanga Tuakana / Teina Manaakitanga Rangatiratanga	A school where everyone: • is emotionally safe and their wellbeing is nurtured • enjoy a wide range of learning opportunities/ experiences • are actively engaged • builds and values respectful relationships and cultural identity

Our goals	Our initiatives	Our measure
#1 Respect Learners: • Feel safe, valued, and connected • Demonstrate respect through collaboration, active listening, and positive relationships with peers • Value diversity, culture and language	• Partnerships with parents/ whānau in the attendance process • Increasing engagement in diverse cultural opportunities • Refreshing and implementing PB4L practices to support student wellbeing across the school	• > 80% of students attending 90% of the time • School-wide daily attendance of 94% • Parent attendance at 3 way conference (90%)
#2 Integrity Teachers and learners: • Work as active partners in the learning process • Are curious, inquisitive, and support peers through tuakana–teina relationships that grow collective knowledge and excellence	• Successful implementation and delivery of the refreshed Mathematics and English curriculum • RIS common practice model • Teaching Standards 2026 within the Annual Professional Growth Cycle (PGC)	• 80% students working at or above Phase 3 across Reading, Writing and Maths • Students making at least two progress descriptor progress in literacy in the year (e.g. from Emerging to Consolidating) • Cohort shift in Learner Attributes by two levels by the end of Year 8
#3 Self-Management Learners: • Take ownership of their learning through goal setting, reflection, and visible progress • Use feedback, learning intentions, and next steps to guide improvement, showing rangatiratanga by confidently managing their learning pathways and future aspirations	• Development of consistent assessment practices (formative and summative) that enhance student outcomes • Adaptive accelerated interventions/ support programmes for Literacy and Numeracy • Inclusive and personalised transitions into RIS and into College • Wāhi / Our Place, Our Pride: Student taking pride of the school environment.	• Strong transitions into, between and out of our school Y6-Y7, Y7-Y8 and Y8-9, improving data flow • Active parent engagement during transitions between schools

Strategic Goal	Respect Learner feels safe, valued, and connected. They demonstrate respect through collaboration, active listening, and positive relationships with peers. They value diversity, culture and language.
2026 Outcome Measures	• > 80% of students attending 90% of the time • School-wide daily attendance of 94% • Parent attendance at 3 way conference (90%)

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Partnerships with parents/ whānau in the attendance process	• Launch a school-wide belonging strategy using culturally responsive practices to drive engagement and regular attendance. • Implement the STAR Framework to identify attendance needs early and proactively engage whānau through targeted support and incentives.	M.A.C. Whanau hui Aiga fono Soloman Group Everyday Matters Reports KidsCan	Term 2 - 4 Ongoing during 2026	JW JK GH Office staff All staff	
Increasing engagement in diverse cultural opportunities	• Cultural inclusivity is embedded through a shared cultural calendar and events that celebrate the diversity of the school, shaped by student and whānau voice. • Stronger partnerships with whānau and the wider community are evident through increased attendance, active participation, and collaboration in school events and initiatives.	Newsletters Class Dojo Skool Loop Email 3WC Attendance Data Variety show	Terms 1 - 4	JW NB JK GH BW	
Refreshing and implementing PB4L practices to support student wellbeing across the school	• Enhance wellbeing and values-based education by integrating wellbeing frameworks and embed the school's values through curriculum, assemblies, and daily interactions.	eTap monitoring Team meeting minutes PB4L MoE advisor Student leaders	Ongoing during 2026	JW MJ MH TMs	

Strategic Goal	Integrity Teachers and learners work as active partners in the learning process. They are curious, inquisitive, and support peers through tuakana–teina relationships that grow collective knowledge and excellence.
2026 Outcome Measures	• 80% students working at or above Phase 3 across Reading, Writing and Maths • Students making at least two progress descriptor progress in literacy in the year (e.g. from Emerging to Consolidating) • Cohort shift in Learner Attributes by two levels by the end of Year 8

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Successful implementation and delivery of the refreshed Mathematics and English curriculum and **RIS common practice model**	• Deliver evidence-informed teaching and high-quality literacy practices that ensure every learner succeeds and a school-wide culture of professional growth. • Implement high-impact literacy progressions and evidence-informed teaching to live our "Everyone Achieves" belief through measurable growth. • Plan for the implementation of reviewed curriculum areas (Science,Social Science & Health/PE Curriculums).	The Education Group PLD MoE SLA PLD Staff meetings	Term 2 - 4	MJ TMs All staff NB TBC	
Teaching Standards 2026 within the Annual Professional Growth Cycle (PGC)	• Evidence of improved instructional practice across classrooms, shown through Teacher Growth Cycle observations, coaching notes, and consistent use of high-impact strategies. • • Increased teacher confidence and capability through professional learning. • • Evidence of collaboration, coaching, and • reflective inquiry	Consistent filing system Staff meetings TM release MAC	Term 2 - 4	JW MJ TMs All staff	
PGC - Roopu sprints	• Develop and implement a whole-school Literacy Overview – Create a coherent framework for literacy learning, assessment, and progression across year levels. • Strengthen professional learning systems for high-impact teaching – Build teacher capability through structured PLD, including new assessment tools, the refreshed curriculum, SPRINT Cycles and feedback cycles (PGC).	Team meetings Staff meetings The Education Group PLD	Terms 2 and 3	JW MJ MR (T1) TMs	

Strategic Goal	Self-management Learners take ownership of their learning through goal setting, reflection, and visible progress. Learners use feedback, learning intentions, and next steps to guide improvement, showing rangatiratanga by confidently managing their learning pathways and future aspirations.
2026 Outcome Measures	• Strong transitions into, between and out of our school Y6-Y7, Y7-Y8 and Y8-9, improving data flow • Active parent engagement during transitions between schools • Improved school aesthetics — revitalised gardens, upgraded playground areas, and inviting performance spaces, measured through project completion milestones and student/whānau feedback

2026 Annual Plan

Initiatives	Outcome	Resources	Timeframe	Responsibility	Progress
Development of consistent assessment practices (formative and summative) that enhance student outcomes	• Consistent formative and summative assessment practices are embedded school-wide, supported by robust moderation to ensure valid and dependable judgments. • Assessment data is used strategically to inform teaching, differentiate learning, and target interventions that accelerate learner progress and achievement. • Learners understand learning intentions, success criteria, and next steps, enabling them to take ownership of their learning and track their progress.	Classroom data spreadsheets Engagement Norm Staff meetings - moderation	Ongoing during 2026	MJ MH TMs Classroom teachers	
Adaptive accelerated interventions/ support programmes for Literacy and Numeracy	• Target learners are selected using data in literacy and numeracy. • Programmes are data-informed and adaptive, targeting identified learning needs. • Progress is tracked and used to inform ongoing programme refinement.	T1 TOD SMART Platform Staff meetings Dibels assessment resources e-asTTLe Support groups TA release	Ongoing during 2026	TMs MH (DP) CH JK JMc	
Inclusive and personalised transitions into RIS and into College	• All learners experience inclusive, well-supported transitions that foster a strong sense of belonging, identity, and wellbeing, with barriers identified and addressed early. • Robust, collaborative systems ensure timely sharing of academic, wellbeing, and pastoral information, enabling early identification of personalised learning pathways and targeted support for priority learners. • Strong partnerships with whānau, contributing schools, and colleges ensure aligned expectations, culturally responsive practices, and continuity of learning and support.	Transition checklists, primary/high school liaison, IEPs, student profiles, Transition interviews with Primary schools Primary Transition days College Transition days Yr 6 Orientation day	Terms 1-4	MH (DP/SENCO) Classroom teachers Kaiawhina Learning Support Coordinator (LSC)	
Wāhi / Our Place, Our Pride Student taking pride of the school environment.	• The school environment is revitalised through enhanced outdoor spaces, gardens, and facilities, creating a safe, vibrant, and inspiring place that fosters student pride and wellbeing. • A strengthened performing arts programme and space (sticky TV room) to provide inclusive opportunities for students to engage in music, drama, dance, and cultural expression. • Students and whānau are actively involved in place-based projects and school activities, strengthening connections, celebrating our rohe, and building collective pride in the school.	Landscapers Cyclical maintenance plan BOT capital investment Mural group The Arts Councillors	Ongoing during 2026	JW BOT Student leaders	