Mount Roskill Grammar School
Annual Plan

2022

Overarching Targets - **Achievement and Attendance**

The 2022 targets will be achieved through the actions within the pedagogy and tracking goals, and the Māori, Pasifika and ME.A.R achievement plans.

NCEA Level 1	Target (%)
All year 11 students gaining Level 1	80
Year 11 Māori students gaining Level 1	80
Year 11 Pasifika students gaining Level 1	80
ME.A.R.	80

University Entrance	Target (%)
All year 13 students gaining UE	56
All year 13 Māori students gaining UE	50
All year 13 Pasifika students gaining UE	35
ME.A.R.	50

NCEA Level 2	Target (%)
All year 12 students gaining Level 2	85
Year 12 Māori students gaining Level 2	85
Year 12 Pasifika students gaining Level 2	85
ME.A.R.	85

Scholarship (numbers)	Target
All students gaining scholarship	50

Excellence endorsements (numbers)	Target
All year 11 students gaining Level 1	65
All year 12 students gaining Level 2	65
All year 13 students gaining Level 3	65
All Māori students at all Levels	10
All Pasifika students at all Levels	15

NCEA Level 3	Target (%)
All year 13 students gaining Level 3	80
Year 13 Māori students gaining Level 3	80
Year 13 Pasifika students gaining Level 3	80
ME.A.R	80

Annual Goal 1 **Effective Teaching**	**Background** We've been working to strengthen teacher pedagogy so that student engagement and achievement is improved. Whole staff enquiry led to the development of the Roskill Effective Teacher Profile (RETP) a 'playbook' for effective teaching practices. Student voice data identified that one of these practices, the use of feedback by teachers was a relatively ineffective practice at the school. In 2021 we selected Assessment for Learning (AfL) as an evidence based pedagogy to strengthen. We engaged in whole staff professional learning. Our observations and student voice data showed that students are not routinely using learning intentions or success criteria to chart their learning, yet many teachers report familiarity with AfL approaches. To get traction on pedagogical change which enables improved student achievement we will enquire with teachers about the barriers they see to implementation.	
	Actions	**Outcomes**
Agree the problem to be solved	The Effective Teaching Lead (ETL) team will collate the student voice and observation data, the Roskill Effective Teacher Profile (RETP) and the research on Assessment for Learning (AfL). We will use the collated information during professional learning (PL) wānanga to gain agreement about the problem to solve - an implementation gap in AfL.	Teachers are conversant with the RETP and from the research understand the positive effect AfL can have on student outcomes. Teachers understand the challenge we face in implementing a proven pedagogy.
Inquire into causes	In a staff meeting we will develop a list of all the possible causes for the implementation gap. HODs will use student voice and student achievement data to identify the main causes of the implementation gap from the list. Use evidence to assess the validity of the causes.	Teachers are aware of the complexity of implementing this change. There is an awareness of why some teachers have and some have not implemented AfL. Main causes for the implementation gap are identified to inform the development of a solution.
Formulate Solution Requirements	We will develop, and gain agreement on, a criteria for the solution set we will implement Use the solution criteria to formulate a plan to develop and implement an AfL model.	Staff will understand what requirements need to be met as the solution is developed. Staff will understand why some actions may not be selected as part of the solution.
Implement and Monitor Solution Strategies	The ETL will share the AfL model with teachers. HODs will lead teacher inquiry into using the agreed AfL model. SLT, HoDs, and the ETL will use practice indicators to provide feedback to teachers about how well their practice meets the requirements of the AfL model developed.	An AfL model including practice indicators is developed and shared with all teachers. Teachers will increasingly incorporate the agreed AfL model into their planning and practices. Teachers will receive feedback about their implementation of AfL so that they can improve their practice.
Evaluate Impact	We will develop criteria to measure the use of the agreed AfL model by teachers.	We will observe an increased use of AfL in teacher practice.

Annual Goal 2 **Learning Focused Culture**	**Background** In 2021, the Learning Focused Culture team (LFC) reviewed our Pastoral System. They found that students experience a range of classroom management strategies and referral processes. We will use the collaborative complex problem solving approach to gain a shared understanding of what issues to address, what contributes to these issues and the impact on students and staff, so that we can identify and implement improvement in both teacher practice and school wide processes.	
	Actions	**Outcomes**
Agree the problem to be solved	Collect information about student engagement and behaviour. Collect teacher perception data about student behaviour. Combine this with the pastoral review information from 2021. We will use this data to gain agreement about the problem to be solved: the gap between desired student engagement and current student engagement, and the variable approach teacher's take to student referrals Share the analysis with staff in order to gain agreement on the problem.	Teachers will have an accurate picture of the issues, informed by the analysis. Teachers will have an understanding about the gap between where we are now and where we want to be in the pastoral network. Teachers will agree that this is a concern.
Inquire into causes	In a staff meeting we will list all the possible causes of the concerns highlighted in the analysis and the gap between desired student engagement and current student engagement. The LFC will work with Deans, HoDs and SLT to use the data collected to identify the main causes of the gap between desired student engagement and current student engagement, and the variable approach teacher's take to student referrals. The LFC will report back to teachers, linking the causes to the available evidence, highlighting causes we will address.	Teachers feel that their concerns are heard and they are able to contribute their views on the reasons. Teachers are aware of the complexity of implementing this change. SLT have a stronger understanding of the broad range of reasons for the gap between status quo and desired outcome. Key causes are identified and shared with teachers.
Formulate Solution Requirements	Solution requirements for the agreed problem will be determined based on the causes we have agreed to address. Use the solution criteria to formulate a plan to develop and implement likely successful interventions.	All teachers will have an understanding of what is required for a solution to the improvement gap. Teachers will understand the data which was utilised to select interventions.
Implement and Monitor Solution Strategies	Implement and monitor selected interventions. Interventions are implemented in a way which enables ongoing monitoring of their effectiveness.	Key stakeholders in the Pastoral System are enabled to feedback on the effectiveness of the interventions during the year.

	Monitoring will involve all members of the pastoral team contributing data on their own practice to the review of interventions.	Members of the pastoral system reflect on their practice.
Evaluate Impact	We will develop measures which evaluate the impact of our strategies on student outcomes. Pastoral kamar entry data, which includes stand down data.	Fewer students are being reported to the Deans for behaviour issues which could be dealt with by teachers/HOD's.

Annual Goal 3 **Junior Curriculum**	**Background** We know that challenges exist with rates of literacy in our students. Despite these challenges, we have been able to support students to achieve NCEA at rates exceeding the national average. However, a new set of externally assessed literacy standards will be implemented from 2023. Students who fail to pass these assessments will not be awarded NCEA Level 1 or further qualifications until they pass the Level 1 literacy co-requisite. Our cohort data for year 9 and 10 suggest that we will have a number of challenges sustaining NCEA achievement levels when these standards are implemented. Based on the evidence available, we estimate that 40% of our 2021 year 9 cohort are at risk of not achieving these new literacy standards in year 11. The estimated impact of this would be a reduction in Year 11 students achieving NCEA Level 1 from 89% in 2020 to 60% in 2023. This will have a disproportionate effect on our priority learners. An analysis of literacy attainment in our 2021 Year 9 cohort shows that 39% of all students are categorised as well-below expected levels of literacy and over half of those students are categorised as priority learners. There are a number of plausible reasons why the literacy levels of our priority learners do not catch up to where they need to be over years 9 and 10. One of those is that the time devoted to literacy learning is insufficient to accelerate the progress of priority learners. Another is that the allocation of time in the junior curriculum prioritises students experiencing a wide variety of learning at the expense of sufficient time and depth in key areas such as literacy and numeracy. Our concern is that the current curriculum structure and years 9 and 10 doesn't enable us to address priority learner achievement inequity and literacy issues. A review into our junior curriculum will assess its fitness for purpose to assist, rather than hinder attempts to address priority learner achievement equity. Addressing persistent patterns of underachievement will require examination of what we teach (curriculum structure), and how we teach (pedagogy). It is expected that the latter part of this review will begin the process of assessing the efficacy of the pedagogies used within our junior programme. A curriculum review gives us the opportunity to design the overall junior programme curriculum structure around ensuring all students have the core skills required to succeed in NCEA and to ensure that the coming changes to NCEA do not further widen the achievement gap.	
	Actions	**Outcomes**
Agree the problem to be solved	Use Accord days to share information with teachers including: ● The changes to NCEA, the reasons for those changes and the impact on MRGS. ● Student data including information about the incoming cohort as well as our achievement data from students who have completed NCEA at MRGS. ● Explain achievement trends with a particular emphasis on inequitable outcomes and literacy achievement, future trends in curriculum, and developments in our understanding of cognition and working memory, a description of our current curriculum, number of transitions our junior students encounter, and the hours spent on each learning area in our junior programme. Ask for staff to consider the above and whether our junior curriculum can be improved for better student outcomes.	Teachers understand that the challenges we face in improving equity of achievement and literacy levels are going to be exacerbated by the external changes to NCEA Teachers are aware of the changes to NCEA from 2023 and are able to assess the fitness for the purpose of our current curriculum.
Inquire into causes	Consult with staff about their most salient concerns regarding the current years 9 and 10 curriculum including strengths, weaknesses, changes that could be made to strengthen literacy and improve priority learner achievement. Share the consultation data with staff and check validity. Inform students and families about the changes to NCEA	Staff have the opportunity to discuss and see trends in concern across departments. Agreed understanding about why we are assessing the effectiveness of the current junior curriculum.

	Consult with families and students about their perceptions of what a junior curriculum needs to be and what they see as priorities for learning.	Whānau and students are able to participate from an informed position in making suggestions for change, informing the school of their learning priorities and sharing their aspirations.
	Share findings with stakeholders and check we have understood the issues. Use our 2022 incoming cohort testing data to compare with 2021 to check trends in attainment levels for literacy and numeracy.	Feedback from families, students and staff assist setting the direction and priorities for the development of our junior curriculum. Improved understanding of the prior learning and attainment levels of the incoming cohort. Validity check on causes.
Formulate Solution Requirements	Use the following data to set solution requirements for a re-designed Junior Curriculum. ● Stakeholder consultation (Teachers, Families, Students). ● Cohort achievement data and identified trends over time. ● Research on improving junior secondary literacy and numeracy achievement. Use the data from consultation to set and prioritise requirements that a reviewed curriculum would need to meet. Gain agreement from staff about the requirements against which our curriculum model will be measured. ● Include/prioritise the solution requirements that will address equity issues. ● Curriculum review solution should also seek to maintain staffing hours for existing teachers as a much as possible.	All teachers will have an understanding of what is required for a solution to the improvement gap and the complexity of the requirement for an effective junior curriculum. Solution requirements are scrutinised against empirical research and tailored to the needs of our learners. Aspiration and concerns re listened to and factored into solution requirements. Decisions and choices made regarding the development of our curriculum are made against agreed criteria.
Implement and Monitor Solution Strategies	Present and consult on a junior curriculum model and explain how the decision-making criteria were applied. Propose a junior curriculum model to the School Board. Communicate changes to parents.	Process of decision making has a clear rationale.
Evaluate Impact	Measures - Literacy/numeracy pilot results. Junior options process is clear and students make informed choices about their subjects and pathways. Staffing numbers are maintained across departments.	Our current projections have our pass rate in the Literacy and Numeracy Pilot being held this year predicted to be approximately 60% in 2022. We would like to see improvement on this to about 80% in 2023.

Annual Goal 4 **Priority Learners**	**Background** Achievement of our junior priority learners suggests they may not be entering the senior school with the appropriate prior knowledge to be successful in Year 11. We want to find a way that will increase the achievement in the junior school and ultimately support these students to pass the Year 10 Literacy and Numeracy assessment to enable them to be awarded NCEA Level 1. We want our Pasifika, Māori and ME.A.R. students to feel they are supported at every stage of their education here at MRGS and that we are actively working to remove barriers to their learning pathway at school and beyond.	
	Actions	**Outcomes**
Agree the problem to be solved (problem ID)	Use Achievement team meetings to review priority learner achievement data. Discuss the impact of the changes coming to NCEA on priority learners.	Specific patterns of underachievement for priority learners are identified and the predicted impact of the coming changes for priority learners.
Inquire into causes	Initial inquiry suggests: Lack of assessment confidence, lower sense of belonging, the need to connect with positive role models, lower literacy and numeracy levels are all issues impacting on priority learner achievement. The achievement lead team will use the following data to assess the validity of the initial inquiry into causes for patterns of underachievement: - student voice data - absence from external rates - historical achievement data - incoming cohort data - Research from reputable New Zealand sources on practices that have positively impacted priority learner outcomes	Causes determined and validity of our hunches are checked using data and/or empirical research.
Formulate Solution Requirements	Achievement lead team to develop solution requirements to address the above.	Solution criteria are developed by which we can assess the efficacy of our chosen solution. The solution chosen is targeted and we can effectively monitor the impact on students.
Implement and Monitor Solution Strategies	Intervention strategy developed to address priority learner achievement before the high stakes NCEA years.	Strategy is implemented and progress is monitored during implementation.
Evaluate Impact	Impact on students measured by a range of evidence.	We are able to assess the effectiveness of the solution and make informed decisions about whether practices should be continued into the future.