



# Mount Roskill Grammar School

## Annual Plan

# 2024

### Overarching Targets - Achievement and Attendance

NCEA Level 1	Target (%)
All year 11 students gaining Level 1	75
Year 11 Māori students gaining Level 1	75
Year 11 Pasifika students gaining Level 1	75
ME.A.R.	75

University Entrance	Target (%)
All year 13 students gaining UE	55
All year 13 Māori students gaining UE	45
All year 13 Pasifika students gaining UE	35
ME.A.R.	50

NCEA Level 2	Target (%)
All year 12 students gaining Level 2	75
Year 12 Māori students gaining Level 2	75
Year 12 Pasifika students gaining Level 2	75
ME.A.R.	75
Year 13 Pasifika students gaining Level 3	75
ME.A.R.	75

Scholarship (numbers)	Target
All students gaining scholarship	40

Attendance	Target (%)
Student attending regularly	60

### Goal 1: Mātauranga Māori

## Background

The refresh of the NZ Curriculum and the national review of NCEA achievement standards (RAS), indicate a shift from acknowledging te Tiriti to understanding and valuing te Tiriti. This shift calls for us to enact shared responsibilities to support Māori language, knowledge, and culture through mana ōrite mō te mātauranga Māori - equal status for mātauranga Māori. It aims to transform the inequities and experiences of schooling and education for Māori learners and their whānau so that ākonga can excel as Māori, in te ao Māori and te ao Pākeha. By providing opportunities for all ākonga to learn te reo, and become increasingly familiar with tikanga, and other forms of mātauranga, ākonga Māori will have a strong and secure sense of their cultural identity, and tauwiwi/pākeha ākonga will journey toward shared cultural understandings.

A causal inquiry undertaken as part of the junior curriculum review in 2022, highlighted a desire amongst stakeholders to see further opportunities for ākonga to learn about tikanga and te ao Māori. This is further supported by our self-review against the Tiriti o Waitangi and Responsive Curriculum Planning criteria in Te Ara Huarau, ERO's School Improvement Framework. The outcome of our self-review necessitates a continued commitment to developing what ERO describes as "...deep learning in relation to te ao Māori, te reo Māori me ōna tikanga and mātauranga Māori."

### **Five solution requirements guide the development of solution strategies that support our shift toward mana ōrite mo te mātauranga Māori and increased opportunities for ākonga Māori to succeed as Māori across our Kura:**

1. Build staff knowledge of te reo Māori, tikanga, and mātauranga Maori, as well as the confidence and commitment required to create meaningful learning opportunities for ākonga.
2. Provide opportunities for ākonga to engage with mātauranga Māori so they have a greater understanding of te ao Māori.
3. Meaningfully address the requirements of the Review of Achievement Standards (RAS) (identify, plan, teach, and assess opportunities to engage with mātauranga Māori in every subject).
4. Foster Māori succeeding as Māori.
5. Nurture educationally meaningful connections with mana whenua and whānau.

Solution Strategies	Led By	Timeline	Implementation Indicators	Standard	Outcome Indicators
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<ul style="list-style-type: none"> <li>Develop a Reo Māori resource of common kupu/rerenga kupu Māori (words/phrases) for all kaiako including yet not limited to - whakataukī/whakatau (proverbs), kupu whakakoia (positive affirmations), kupu tohutohu (instructions).</li> </ul>		End of week 1	<ul style="list-style-type: none"> <li>Introduce the Reo Māori resource in staff meeting and demonstrate how kaiako can implement it in their classrooms.</li> <li>All staff understand the meaning of the kupu/rerenga kupu Māori they are using and the context they can be applied to.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will use the common kupu/rerenga kupu Māori in each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff report increased use of kupu/rerenga kupu Māori and/or the range of kupu Māori they use in classes.</li> <li>Ākonga/students voice collected before and after initiative indicates increased use of reo Māori across Kura.</li> </ul>
<ul style="list-style-type: none"> <li>Teachers of level 1 courses complete a self-review of the opportunities they will provide for learners to engage with mātauranga Māori.</li> </ul> <p><a href="#">Teacher Mātauranga Māori Self-Assessment Tool</a></p>		End of week 4, Term 1	<ul style="list-style-type: none"> <li>Teachers highlight descriptors in self-review document that will be fully or partially addressed in their courses.</li> <li>Documents shared with PGD, FSM, and their HoD.</li> <li>Highlighted descriptors become focus for observations.</li> </ul>	<ul style="list-style-type: none"> <li>All teachers of level 1 students complete the self-review for their level 1 courses by the deadline.</li> </ul>	<ul style="list-style-type: none"> <li>Links to teacher's documents are completed and accessible here by the end of week 4.</li> <li>Documents colour coded to identify descriptors that are being fully and partially addressed.</li> </ul>
<ul style="list-style-type: none"> <li>Observation template developed, and training for observers provided.</li> </ul>		End of week 4, Term 1	<ul style="list-style-type: none"> <li>Training provided so observers know how to use template to record data, provide feedback, and support teachers in identifying and/or co-constructing next steps.</li> </ul>	<ul style="list-style-type: none"> <li>All observers complete training.</li> </ul>	<ul style="list-style-type: none"> <li>Observers know what to look for and how to record data using template.</li> <li>Observers know how to present data, provide feedback, and support teachers to identify and/or co-construct next steps.</li> </ul>
<ul style="list-style-type: none"> <li>Observation used to identify the opportunities that students have to engage with mātauranga Māori in year 11 courses.</li> </ul>		End of term 3	<ul style="list-style-type: none"> <li>Opportunities for learners to engage with mātauranga Māori in year 11 observed.</li> <li>Observation feedback provided and next steps identified/co-constructed.</li> </ul>	<ul style="list-style-type: none"> <li>A focus group of year 11 kaiako from each department will undertake an observation cycle self/peer/HoD/Lead team.</li> </ul>	<ul style="list-style-type: none"> <li>All focus group teachers deliver learning opportunities that fully address three or more of the bold descriptors in our self-review tool.</li> </ul> <p><a href="#">Teacher Mātauranga Māori Self-Assessment Tool</a></p>

## Goal 2: Improving Literacy Levels

### Background

In 2024 a new set of externally assessed literacy and numeracy standards will be implemented as part of the national review of NCEA. Incoming Year 9 cohort data shows that approximately 55% of students arrive at MRGS below age-expected levels for literacy and numeracy. Achievement data for Years 9 and 10 suggests that our programme of

teaching and learning is not yet closing the achievement gap for these students. If this achievement gap is left unaddressed, the current NCEA achievement levels of 86% passing at Level 1 will not be sustained, when the externally assessed literacy and numeracy standards are implemented in 2024.

A focus on accelerated literacy and numeracy learning for students operating below will support achievement from junior to senior levels. The numeracy co-requisite tests mathematical concepts but the content of the test is mainly word problems. This means that literacy ability is critical to passing the numeracy co-requisite. In 2024, we have identified three key areas of focus to improve literacy levels: systematic use of diagnostic data, professional learning on specific literacy strategies, and clear pathways to support students below age expected levels.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators
<b>1. Strengthen our collection and use of diagnostic data in Literacy and Numeracy</b>					
All Year 9 and 10 students will sit PAT tests at the beginning and end of each Year in the junior school.	DP in conjunction with HODs	Term 1 and 4	Students with missing data will be identified and tested. Testing times will be planned to minimise testing stress and absences.	All student data will be kept up-to-date including new arrivals.	All students will have baseline diagnostic data available on Kamar that will be updated as they move through Year 9 and 10.
Introduce e-asTTle across Maths and English as a tool to determine what a student knows now and what they can learn next.	WSLs/HODs /DP	Terms 1-4	e-asTTle will be built into the junior learning programmes where appropriate to provide students and teachers with information about how to progress their learning.  Testing times will be planned to minimise testing stress and absences.	All teachers in the Maths and English departments will hold the agreed e-asTTle tests for their classes so all students have access to their data.	All students will have access to their e-asTTle accounts so they can track their progress.
Incorporate “I can” learning checklists into junior Maths, and English teaching programmes.  The main focus of these documents are the knowledge and skills that underpin readiness for the co-requisites.	HODs/WSLs /DP	Terms 1-3	Develop “I can checklists” alongside HODs of Maths and English using the co-requisite standards.	All students have access to and are taught to use “I can” checklists to track their progress.	Students can use “I can” check lists and conjunction with e-asttle tests to identify where they are at with their learning and what their next steps are.
<b>2. Professional Learning on explicit teaching of Literacy Strategies</b>					

<p>Provide downloadable PLD resources on selected structured literacy strategies that can be used for department PLD sessions.</p> <p>Work with HODs to support the integration of these resources into junior teaching programmes.</p>	HODs/WSLs /DP	Terms 1-4	<p>Feedback will be gathered on how the strategies are used by departments.</p> <p>The resources will be flexible enough to be responsive to specific subjects.</p> <p>Use of these PLD resources will be included in the term PL planners and feedback will be sought on how they were used.</p>	All resources are available online with plenty of lead in time for preparing for PLD sessions.	<p>All year 9 and 10 core classes courses provide opportunities for students to use high quality literacy strategies. Resources can be found in Department planning documents.</p> <p>Staff have been provided with explicit teaching of literacy strategies.</p>
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### 3. Expand Literacy and Numeracy support pathways to ensure all students can pass the co-requisites by Year 13

<p>Develop a clear system to use data including e-asttle to determine student readiness to sit co-requisite testing.</p>	HODs/WSLs /DP	Terms 1-4	<p>Assessments, timings and readiness to sit are developed in conjunction with achievement lead teams, relevant HODs.</p> <p>The rationale for readiness is clearly communicated with whānau.</p>		<p>Policy developed regarding when students sit the co-req.</p> <p>Students and whānau receive clear communication regarding where the students are in relation to the co-requisite standard and when they are best positioned to sit the test.</p>
<p>Review the Course pathways in Maths and English including considering options for numeracy support in Year 10 and senior applied communication courses.</p>	HODs/WSLs /DP	Terms 1-2	<p>Agreement is reached on identifying the problem, the underlying causes, solution requirements and solution strategies for improvement so more students will have access to specialist support for Literacy and Numeracy.</p>	<p>Literacy and numeracy course pathways for students are clearly communicated to students and whānau. A clear plan is in place by 2025.</p>	<p>Specialist support is available for all students below age expected levels from 2025.</p> <p>Senior students have access to a learning pathway that supports their ability to pass level one literacy and numeracy right through to the end of year 13 from 2025.</p>
<p>Interventions to support acceleration in literacy are</p>	HODs/WSLs /DP	Terms 1-4	<p>Interventions to support acceleration in literacy are</p>	<p>All students who did not pass the writing co-req in</p>	<p>Literacy interventions are provided for target students in 2023. All students who did not provide</p>

<p>identified and implemented in response to 2023 Writing co-req achievement data.</p> <p>Training to support the delivery of extended literacy support pathways from 2025 is provided for relevant staff.</p>			<p>provided for students who did not pass the writing co-req in 2023.</p> <p>A group of structured literacy experts is formed within the English and LXTN departments.</p>	<p>2023 are provided with opportunities to receive literacy support in target areas indicated via co-req assessment data.</p> <p>English and LXTN have a group of four or more structured literacy experts (in each area) who are prepared to deliver literacy support from 2025.</p>	<p>adequate evidence in one area of the writing co-req pass the co-req in 2024.</p> <p>Expert structured literacy groups are trained in strategies that will accelerate literacy, ready for 2025.</p>
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### Goal 3: Learning Focused Culture

#### Background

A learning focused culture in our classrooms is central to building a positive school culture. There are significant issues with attendance in two key areas - lateness and onsite truancy. It is felt that we are at a place where we can build on the foundation of 2023 and work specifically on these two areas.

Our Strategic Plan calls for a Pastoral Review of our systems. It is felt that this work sits within the Learning Focused Culture space and provides this group with an opportunity to review the systems within the pastoral network, wider behaviour across the school and Restorative Practices. This review will be implemented using the CCPS model.

In-school truancy has a negative impact on school tone and student learning. The most accurate number of onsite truanies is hard to pinpoint due to attendance coding. There are however a number of students that are known to the deans who engage in onsite truancy regularly. Anecdotally, these students have a significant impact on teachers' perception of the problem. 219 students have received a Kamar pastoral for truancy this year. The ideal situation is that all students that are at school are in class, on time. We need a clear process for how to deal with on-site truancy.

Lateness to class is seen as a hindrance to establishing a Learning Focused Culture in classes because of the disruption that it creates at the start of the lesson. We aspire for all students to arrive at lessons on time or have a justified reason for being late. There is a consistent process for dealing with late students.

Solution strategies	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators
<b>1. a). Attendance - onsite truancy</b>					
A target group of Year 10 - 13 students are identified by each house, their attendance is closely monitored, regularly communicated with student, whānau and external agencies where appropriate.  Effectiveness is reviewed and ideas for wider implementation considered.	Pastoral AP/Deans /Kai Ako/ All teachers  KMA	Week 3 Term 1	Target groups identified. Record of actions taken. Student attendance monitored. Progress and effectiveness reviewed.	Target group of students' attendance has improved compared with previous year.	Target group attendance improves from previous year.  Reduction in periods marked?  Student's not seen truanting during lessons using camera data and teacher voice.
Each year 10 - 13 Kaiako has one student who has a history of truancy from previous years. Kaiako are to track students' attendance, and have a conversation with the student once per week during hui ako where "?" are discussed and goals are set and checked.	CRJ	Week 3 Term 1	Parents are communicated with at the start of the year that their child will be closely supported.  Parents are contacted once a week for an update on attendance. Referred to Deans. ACES Engagement.	Targeted students' attendance has improved compared with previous year.	Kaiako has weekly contact home with whānau of targeted student, recorded in kamar.  Kaiako has weekly conversations with student about their attendance, recorded in kamar.
<b>1. b). Attendance - lateness</b>					
Gather student voice to create a causal	LFC team	Term 1	5 minute bell process reviewed.	Key stakeholder groups	Reduction in observed lateness using

<p>analysis of lateness.</p> <p>Gather teacher voice to identify outcome indicators and check accuracy of data.</p> <p>Gather whānau voice to create causal analysis of lateness to school.</p>			<p>Student voice collected and reviews.</p> <p>Teacher voice collected and reviewed.</p> <p>Whānau voice collected and reviewed.</p>	<p>have input into the causes of lateness.</p>	<p>camera observation and teacher voice.</p> <p>Once the accuracy of teachers marking lates as L on Kamar is established, a reduction in the number of Ls.</p>
<p>Develop a consistent process across the school that is effective in addressing lateness to class.</p>	JNW	Term 1	<p>Entry routine established.</p> <p>Response to lateness to class created.</p> <p>Teachers work through a consistent process when students are late.</p> <p>Follow up by Kaiako.</p> <p>Follow up by Deans.</p>	<p>Students experience a consistent response to being late to class.</p> <p>Teachers have a consistent process they can implement.</p>	<p>Reduction of lateness and interruption to the start of lessons.</p> <p>Students respond appropriately to being late to lessons.</p>
<p>Communication with families about educational consequences of lateness.</p>	KMR	2024 ongoing	<p>Attendance is included in all communications</p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Meetings</li> <li>• Mentoring</li> <li>• Pastoral meetings</li> <li>• Reporting</li> </ul>		<p>Parents/caregivers receive ongoing information about their child's attendance and the educational consequences of lateness on their learning.</p>

## 2. Pastoral Review



<p>Carry out a review of our Pastoral System, which includes:</p> <ul style="list-style-type: none"> <li>• Review previous pastoral review, JNW, SKF, CLL, CWC.</li> <li>• Consultation with staff, whānau and students.</li> <li>• Considers all aspects of the pastoral system.</li> <li>• Review of the impact and effectiveness of Restorative Practices.</li> <li>• Looking at behaviour management in lessons.</li> <li>• Identifying barriers to learning that impact our most at-risk learners.</li> </ul>	LFC and all staff	2024	<p>Consultation format and questions decided.</p> <p>Consultations completed.</p> <p>Review of current practice including restorative practices completed.</p> <p>Current understanding of barriers to learning for at-risk learners identified.</p> <p>Through the review, possible implementation and recommendations are identified.</p>	<p>Pastoral system is reviewed for effectiveness, appropriate systems, improvements and changes, with possible implementations and recommendations produced from the review.</p>	<p>Review completed with recommendations for 2025 that include:</p> <p>Staff and student actions that ensure positive learning focussed routines across every classroom.</p> <p>Strengthen the systems of the pastoral network.</p> <p>Provide greater provision for response to pastoral issues.</p>
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#### Goal 4: Assessment for Learning

##### Background

Assessment for Learning (AFL) is a high impact teaching strategy supported by international research. AFL enables students and teachers to be clear about the learning to be undertaken, and students to develop agency in their learning. In 2022 a school wide review was carried out to understand the effectiveness of AFL implementation by teachers. We found that students experienced highly variable practice and this is the problem we want to address in 2023. We undertook a causal inquiry using teacher and student

surveys and identified key issues such as limited teacher knowledge about AFL, a lack of clarity from leaders about the expected standard, and ineffective ongoing feedback to teachers. Having identified the major causes we were able to specify what was required to solve the problem. The decision was made to run a pilot programme in two departments, English and Health/PE to enact these solutions; teacher knowledge building and feedback to teachers on their planning and practice. Building teacher knowledge and increasing confidence to receive feedback was successful, however, the decision was made that unit planning didn't need to follow a template, as long as it had core AFL elements covered. This plan for 2024 focuses on the extension of the pilot programme to more departments following a reviewed model. The original departments will continue to be involved, Phase 2, with a focus on embedding practice.

Work of departments improves teacher pedagogy and therefore student outcomes:

Evaluation Associates will report teacher practice shows a positive shift through the stages of the AFL matrix (Being Clear About What Is To Be Learnt)

Solution strategies for AFL Pilot	Led by	Timeline	Implementation Indicators	Standard	Outcome Indicators
<b>1. Staff knowledge building</b>					
1.1 Increase number of departments undertaking AFL pilot.	CLL	Term 1	Departments are aware of their role in the pilot, the time commitment and the expectations of participation.	Of the departments chosen for the second phase of the pilot, all teachers participate.	More students experience AFL strategies in the classroom.
1.2 Facilitator and Effective Teaching Team ETT teach/model core concepts of AFL.	EA/ETT/ Selected Phase 2 teachers	End of Term 1	Each teacher provides accurate explanation of selected core concepts.	80% of Phase 1 teachers are observed to meet the standard for clarity.  80% of Phase 2 teachers are observed to meet the standard for feedback.	Between the start and end of the pilot, students will report increased clarity by and feedback from teachers.
1.3 Facilitators, ETT, department members teach/model AFL teaching practice.	CLL/EA/ETT /HODs	Term 1 Ongoing	Each teacher observes and experiences the use of AFL strategies.	100% of teachers experience and practise AFL strategies.	Teacher practice shows a positive shift through the stages of the AFL matrix.
1.4 Increase knowledge of effective observation practice.	SLT/ETT/ HOD	Term 1	Every HOD/ETT/identified teachers in the pilot (phase 1 or 2) undertake effective observations within their department.	100% of pilot HOD/ETT/identified teachers are trained in Practice Analysis Conversations (PAC).	100% of HOD/ETT/identified teachers meet the required standard.
1.5 Checklist for Unit planning created.	SLT/ETT	Term 1	Each teacher's units for Year 11 include core elements of AFL in planning and complies with the foundation literacy/numeracy checklist.	100% of teachers are accurate.	AFL based unit planning is consistently implemented within pilot departments.

2. Feedback to teachers on their practice						
2.1	Increase capacity of staff able to undertake practice analysis conversations (PAC).	CLL/EA/ETT	Term 2 ongoing	Teach all pilot HODs, ETT, and identified teachers how to undertake an effective PAC.	100% of all pilot HODs, ETT, and identified teachers are observed doing PAC that meet the required standard.	100% of all pilot HODs, ETT, and identified teachers report increased knowledge and confidence in undertaking effective observations.
2.2	Implement an observation cycle within pilot departments.	CLL/EA/ETT	2024	Each teacher is observed practising effective AFL strategies.	All teachers are observed and receive feedback from a range of people.	100% of teachers show improved AFL practise of clarity in the classroom (phase 1) feedback (phase 2)