



Mount Roskill Grammar School

Annual Plan

2025

Overarching Targets - Achievement and Attendance

NCEA Level 1	2024	Target (%)
All year 11 students gaining Level 1	52.5	75
Year 11 Māori students gaining Level 1	34.1	75
Year 11 Pasifika students gaining Level 1	24.7	75
Year 11 MEAR students gaining Level 1	30.8	75

Level 1 Numeracy and Literacy in Year 11	2024	Target (%)
Numeracy	62	75
Literacy	63	75

NCEA Level 2	2024	Target (%)
All year 12 students gaining Level 2	74.4	75
Year 12 Māori students gaining Level 2	57.1	75
Year 12 Pasifika students gaining Level 2	67.8	75
Year 12 MEAR students gaining Level 2	64.5	75

NCEA Level 3	2024	Target (%)
All year 13 students gaining Level 3	61.3	75
Year 13 Māori students gaining Level 3	46.7	75
Year 13 Pasifika students gaining Level 3	44.2	75
Year 13 MEAR students gaining Level 3	58.8	75

University Entrance	2024	Target (%)
All year 13 students gaining UE	43.7	55
Year 13 Māori students gaining UE	20.0	55
Year 13 Pasifika students gaining UE	17.3	55
Year 13 MEAR students gaining UE	47.1	55

Scholarship (numbers)	2024	Target
Scholarships achieved	27	40

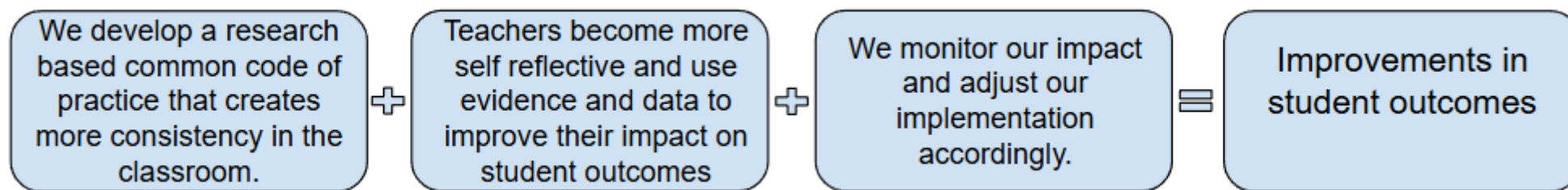
Attendance	2024	Target(%)
Student attending regularly (90%+ attendance)	49	60

Rationale - Teaching to the North-East

Through Teaching to the North-East (TttNE), we will cultivate a shared vision and consistent teaching practices among staff to deliver both equity and excellence for our students. TttNE supports and reflects our school's commitment to Te Tiriti o Waitangi by fostering respectful partnerships, upholding cultural identities, and promoting equitable participation. These are especially vital for improving outcomes for Māori, Pasifika, and other marginalised learners.

At its core, Teaching to the North-East is about the powerful intersection of meaningful relationships and effective pedagogy. Research shows that students are more engaged and achieve better academic outcomes when they feel valued, connected to their learning, and supported by strong, learning-focused relationships with their teachers.

Two key elements of TttNE are creating consistency in teaching practice and supporting teachers to become self-reflective in their practice. Consistency is introduced through the Common Code of Practice (CCoP). Self-reflective teachers are able to use evidence and processes to identify their strengths and areas for development to improve their practice and move toward the CCoP. Alongside these elements are monitoring practices which ensure that we are adjusting and responding to our learners.



Our aim is for excellence and equity in achievement and attendance with the targets stated at the top of this plan. We expect to see these improvements as we implement this plan.

Process outcome 1 - Classroom practice is consistent

Through consistent classroom practice we create a supportive and equitable learning environment with clear routines where students can thrive, reducing barriers to success and lifting outcomes for every learner.

"There is every reason to assume that by attending to the problem of variability within a school and increasing the effectiveness of all teachers there will be a marked overall increase in achievement." John Hattie

Actions	Led by	Timeline	Rationale	Outcome Measures
Introduce a common code of practice (CCoP)	GTM	T1-4	<p>A common code of practice makes explicit the effective practice all teachers are expected to apply in their classrooms.</p> <p>Evidence shows that increasing the consistency of pedagogical practice across classrooms, results in equitable and excellent outcomes for all students.</p>	<p>Self-reflection tool demonstrates that 80% of teachers are more confident in implementing the CCoP. Baseline data is included in the appendix.</p> <p>Classroom practice becomes more consistent over time. Data collection shows a positive shift in CCoP implementation for 80% of teachers.</p>
Professional learning on the CCoP is prioritised, consistently implemented, and resourced.	GTM	T1-4	To strengthen teaching practice, we will use wānanga each week to induct people into the practices, support teachers to trial, apply and reflect on their implementation.	

Process outcome 2 - Teachers are self-reflecting

Self-reflective teachers continually refine their practice to better serve their students. This mindset leads to more responsive, equitable, and effective teaching — and ultimately, stronger student outcomes.

"When teachers stop to reflect on what they are doing and why, they become more effective at making changes that positively impact student learning." John Hattie

Actions	Led by	Timeline	Rationale	Outcome Measures
Determine and implement a school wide coaching model that requires individual teachers to follow a cycle of monitoring and evaluation enabling	CLL	T1-4	By teachers trialling, applying and reflecting on their practice using a common model, we will reduce variability in teaching practice.	80% of teachers have completed a termly cycle of collect, trial, apply and reflect on their practice.

them improve their practice.				<p>80% of teachers can explain the use of coding and how it has impacted their pedagogy.</p> <p>80% of teachers are more confident in monitoring their practice.</p>
Deliver professional learning on coaching to the Lead Team.	CLL	T1-4	Teachers being coached has the greatest impact on improving teacher practice, therefore we need to ensure effective and consistent coaching.	<p>80% of the Lead Team show increased confidence in:</p> <p>i) creating a whānau like context for their Whānau Ako group</p> <p>ii) supporting teachers to collect, trial, apply and reflect on their practice.</p>

Whānau Ako groups = **Core class groupings with a lead facilitator**

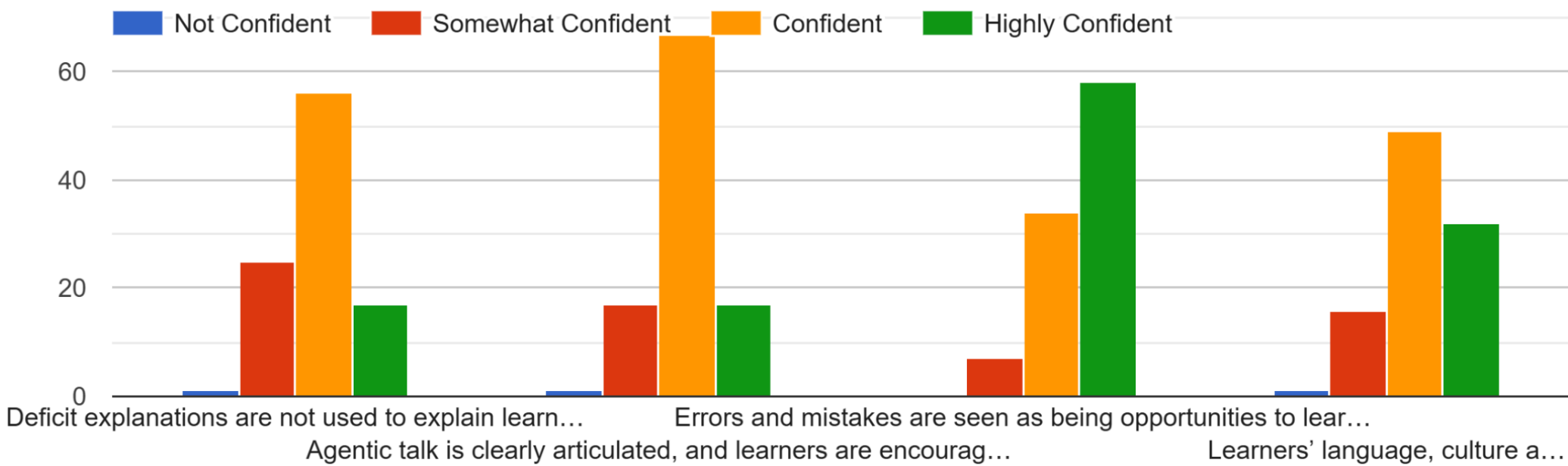
Process outcome 3 - Systems support effective practice				
Actions	Led by	Timeline	Rationale	Outcome Measures
Develop “Te Awa” - a pathway for implementation that includes a vision for effective practices in the school.	WBT	T1	Te Awa provides an aspirational outline of the learning and implementation journey towards effective teaching practices.	All staff have a clear understanding of the direction and scale of implementation
Create a resource bank to show the CCoP in action	MNC	T1-4	Teachers will be supported in growing their practice through the provision of resources demonstrating aspects.	<p>Analytics will show staff engagement with the google site.</p> <p>Lead team and staff will contribute a wide range of resources.</p>
Monitor our impact using data, and adjust our implementation accordingly.	DNC	T1 -4	<p>This will ensure that all decisions are evidence based and we are able to adapt and improve the implementation over time.</p> <p>We will use a range of data:</p> <ul style="list-style-type: none"> Data on Process Outcomes - student voice & focus groups, staff voice & focus groups, and 	<p>We collect and monitor data that shows the impact of the implementation.</p> <p>We report to the Board after the end of each term on achievement and attendance focussing on the following:</p>

			<p>lead team voice</p> <ul style="list-style-type: none"> • Data on student targets for achievement , retention, engagement and attendance. 	<ul style="list-style-type: none"> • NCEA Level 1, 2, 3 vs Target – Year Level Split • NCEA Level 1, 2, 3 vs Target – Ethnicity Split • Credits Achieved – Year Level Split • Credits Achieved – Ethnicity Split • Attendance Tracking by category • Attendance Tracking – Ethnicity Split <p>We also report on Numeracy, Literacy and Scholarship as these results become available.</p> <p>Student, staff and Lead Team data is collected and reported to team and staff.</p> <p>Staff use data to drive evidence-based decision-making.</p>
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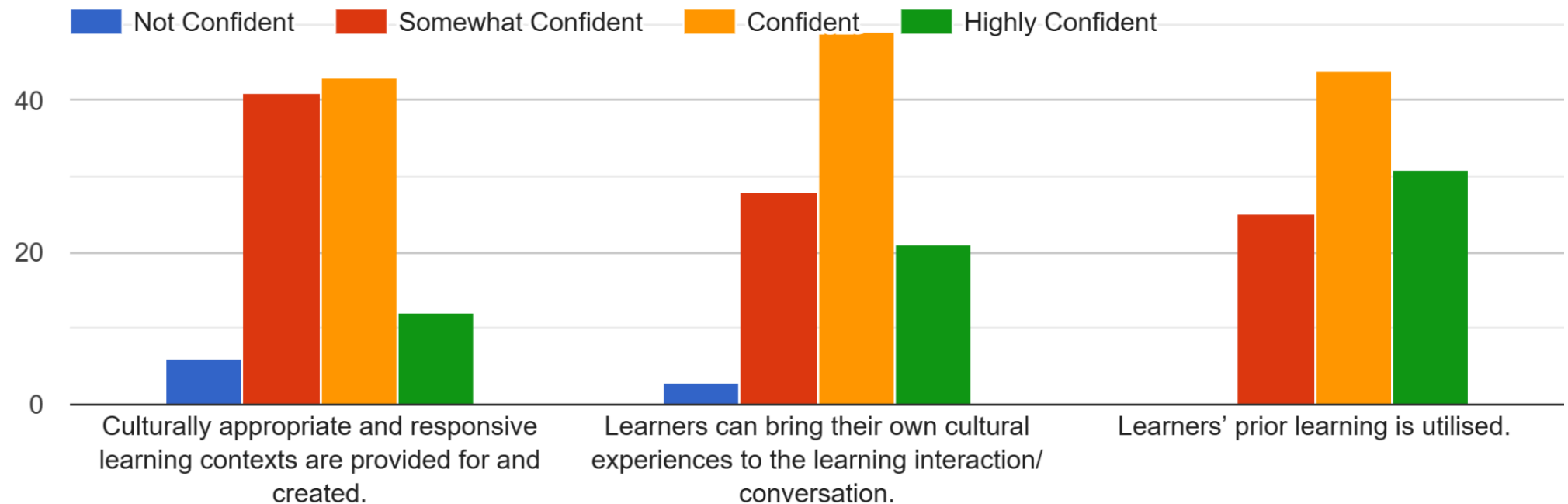
Appendix - Baseline Data - Creating a whānau like context for learning

The following graphs show the number of staff who express their confidence in each aspect of “Creating a whānau like context for learning”. This is baseline data taken at the start of 2025.

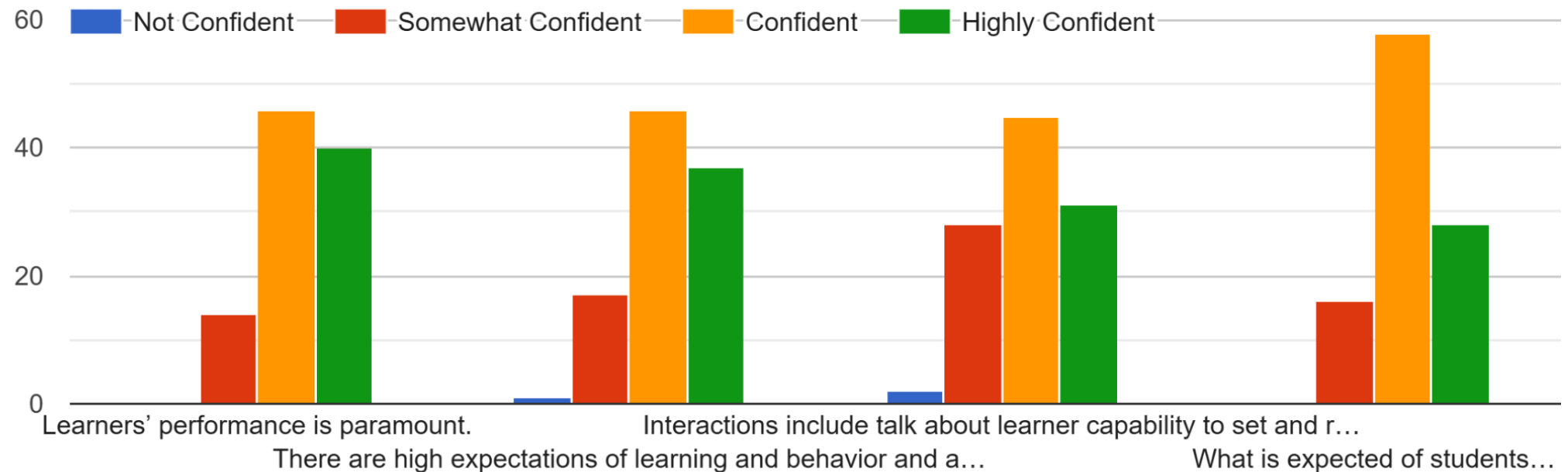
Rejecting deficit explanations for learners’ learning: how confident do you feel about including in your practice the following aspects?



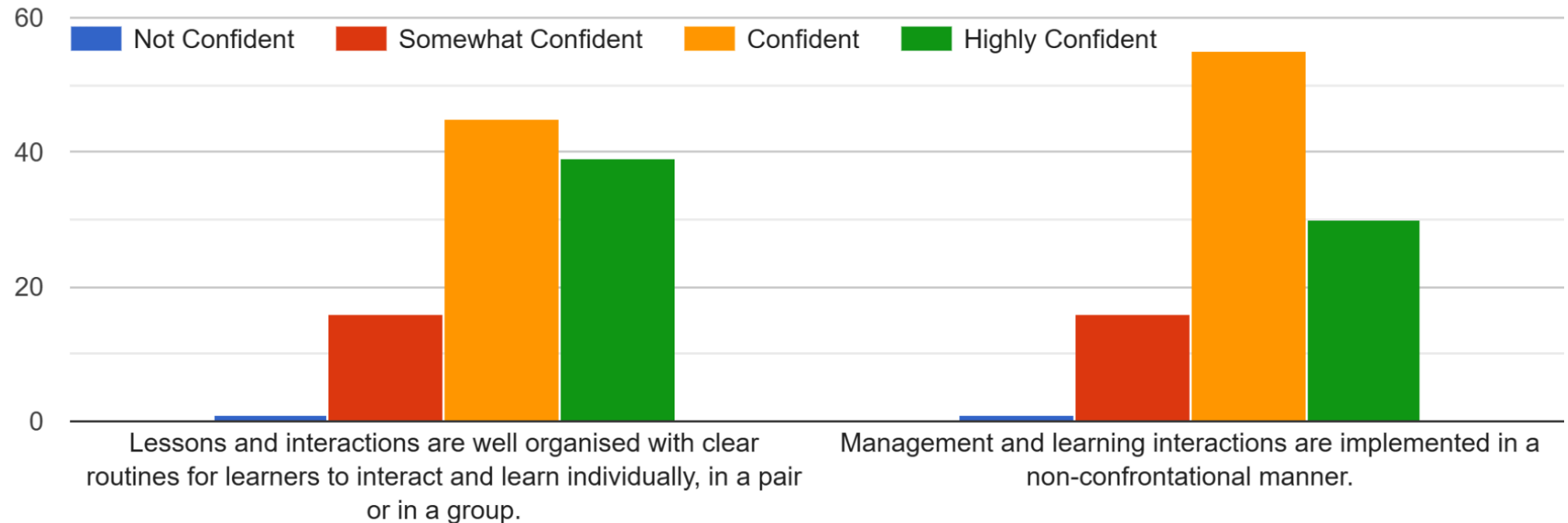
Caring for and nurturing the learner, including their language and culture: how confident do you feel about including in your practice the following aspects?



Voicing and demonstrating high expectations: how confident do you feel about including in your practice the following aspects?



Ensuring that all learners can learn in a well-managed environment so as to promote learning: how confident do you feel about including in your practice the following aspects?



Knowing what learners need to learn: how confident do you feel about including in your practice the following aspects?

