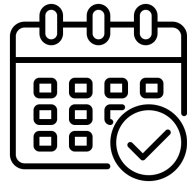




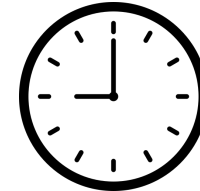
Mount Roskill Grammar School Annual Plan

2026

Goals for student learning



Regular attendance (90%+) for all students



Regularly on time (90%+) for all students



14+ Credits in each subject for all students



**Learning through
TttNE common practices**

Student Goal	Teacher Goal	Theory of Action	Overall Outcome Measures
Regular attendance (attendance is over 90%)	80% follow up of attendance	If we use our STAR attendance process student attendance will improve	60% regular attendance (attendance is over 90%)
Regularly on time (arriving at school on time over 90% of days)	80% follow up of lateness	If we use our STAR late process student punctuality will improve	60% regularly on time (Arriving at school on time over 90% of days)
Learning through common practices	Teachers plan and effectively deliver common practices in 80% of lessons	If teachers use the common practices in lessons, students will achieve 14+ credits in their subject	Moderation of lesson transcripts show 80% of lessons contain common practices
14+ credits in all subjects	Teachers support all students to gain 14+ credits in their subject		60% of students gain 14+ in 60% of their subjects(3/5).

Outcome 1 - Strengthen North-East practices

After introducing Teaching to the North-East in 2025, we want to strengthen our approach through the use of common practices across the school. Through adopting these common practices, students will experience consistent learning and staff will have clarity, which will raise student achievement.

	How we are going to do it	How we will measure our progress	Targets	Measures
Induction	Induction of new staff to North-East and Common Practices supported by the SCT.	All new staff have completed the induction programme.	80% attendance of induction programme 80% completion of induction programme	Attendance at PCT meetings Completion of portfolio (specific parts relating to TttNE)
Common practices professional learning	Staff will participate in sequences of workshops which are self-selected based on their coding evidence.	Through participating in workshops, staff collect evidence of their learning and progress.	80% of staff collect evidence of their learning 80% of staff make improvements in their delivery of the specific common practices addressed in	Completion of ITAR process documented. Staff self-reflection shows improvement in the delivery of common practices

			each workshop.	
	Consistent, clear messaging about expectations and values to be visible in every classroom.	Posters are visible in all classrooms and learning spaces.	80% of rooms have posters visible 80% of students show familiarity with expectations and values.	Audit of posters at start and end of year. A survey of students shows familiarity with expectations and values.
	Creation of resources on the school intranet to support staff learning.	The website includes resources on all common practices. Analytics of the resource website will show engagement with resources.	80% of staff engage with website 80% of staff find the website valuable	Google analytics of website. Survey of staff show that they value the website
Whānau ako	The cycle of collect-code-reflect and goal-set enables teachers to refine their practices.	Staff collate evidence of learning and progress through the collect-code-reflect cycle, demonstrating alignment with the CCoP.	80% of teachers complete the collect-code-reflect cycle. 80% of teachers show improvement in their delivery of the common practices.	<i>Completion</i> of collect-code-reflect process documented and reported termly. Moderation of coding docs pre/post.
	Empowering middle leaders to support the reflection cycle in department whānau ako time.	Completion of reflection documentation	80% of departments complete reflection documentation	Completion of department reflection documentation
Data plan	Data plan is created and used to monitor the implementation of the common practices.	The data plan will be created for the start of 2026.	Data plan published	Data plan published on intranet
		Data plan is used to monitor the implementation of common practices.	80% of measures completed	Data plan calendar/checklist completed

Outcome 2 - Consistency of planning for the new curriculum.

Departments will be planning for the implementation of the new curriculum in Year 9 and 10 from 2026 for Maths and English and 2027 for all other learning areas. We want to embed evidence-based common practices into these new programmes of learning to reduce variability and improve the consistency of experience for students.

	How we are going to do it	How we will measure our progress	Targets	Measures
Curriculum design	Develop a common curriculum design process (CCDP) guides for the development of programmes of learning for 2027.	The curriculum design process is available for departments to use from Term 3 2026.	CCDP published by end of term 2.	CCDP published on intranet by end of term 2.
Curriculum development	Departments create programmes of learning using the common curriculum design process.	All new programmes of learning are designed with the new process and include explicit use of common practices (see Outcome 1).	80% of new POLs designed with CCDP 80% of new POLs have common practices	HOD conversations in line manager meetings Completion of checklist of new POLs, reported in term 4

Outcome 3 - Attendance and lateness

There is a direct correlation between attendance and achievement. Improved attendance will support students to engage in their learning and strengthen their sense of belonging at school. Improving punctuality will support student engagement in learning, with minimal disruption to the start of lessons.

	How we are going to do it	How we will measure our progress	Targets	Measures
Stepped Attendance Response	Use the Stepped Attendance Response to increase the number of students who are regularly attending	Completion rate of STAR follow up. The % of students who are regularly attending.	80% of attendance follow up completed 60% of students with 90% regular attendance	Completion rate reported termly Kamar Attendance
STAR Lateness	Use the STAR Lateness response to increase punctuality of students, particularly to period 1.	Completion rate of STAR lates follow up. The % of students who are regularly punctual.	80% of lates follow up completed 60% of students are on time to school 90% of the time.	Completion rate reported termly Kamar Attendance

Abbreviations:

TttNE – Teaching to the North-East

SCT – Specialist Classroom Teacher

PCT – Provisionally Certificated Teacher

ITAR – Induct, Trial, Application, Reflection

CCoP – Common Code of Practice

POL – Programme of Learning

HOD – Head of Department

KAMAR – Student Management System used for attendance, pastoral and academic data