

## FOCUS :

**To investigate and report on future directions for single sex multi-cultural boys' secondary schools in New Zealand**

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### **SABBATICAL REPORT TERM 3 AND WEEK 1 TERM 4 2005**

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#### **Acknowledgment**

I would like to acknowledge the support of the Ministry of Education in making this scheme available to Principals and the Rongotai College Board of Trustees for supporting my application and my sabbatical leave.

#### **(a) Executive Summary**

The purpose of the investigation was to report on possible future directions for single sex multi-cultural boys' secondary schools in New Zealand. Boys' secondary schools were visited in Auckland, Wellington, Christchurch and Dunedin, the information so gathered being collated into a Strategic Plan for Rongotai College. The focus areas of the Strategic Plan are 1. Literacy 2. Numeracy 3. Food Technology 4. Sports Academy 5. Class Contact Time 6. New Courses 7. House System / Improving Academic Achievement 8. NCEA 9. Mentoring 10. Five Non-Contact Periods for Teachers 11. Subject Selection 12. Professional Development 13. Good Young Man 14. Home School Partnerships 15. Staff Appraisal 16 Gifted Students.

#### **(b) Purpose**

To investigate and report on future direction for single sex multi-cultural boys' secondary schools in New Zealand.

#### **(c) Background**

There has been mounting interest over boys' education. This has been highlighted by lower achievement in NCEA by boys (on average) compared with girls. Rongotai College has been involved in several strategic planning initiatives and this study is an attempt to bring those together along with good practice observed in boys' schools in New Zealand.

#### **(d) Activities Undertaken**

Information was gathered by visits to the following secondary schools: Wellington – St Patrick's College (Town), Scot's College, Hutt International Boys' College, and Wellington College; Auckland – Dilworth School, Kelston Boys' High School, De La Salle College; Christchurch – Shirley Boys' High School, Christchurch Boys' High School; Dunedin – King's High School, Otago Boys' High School, John McGlashan College. Professional reading was also undertaken, mainly publications supplied through the International Boy's School Coalition. Material

was then gathered and collated and a meeting held between myself and the Assistant and Deputy Principals of Rongotai College to formulate a Strategic Plan.

**(e) Findings**

See Strategic Plan

**(f) Implications**

See Strategic Plan

**(g) Conclusions**

See Strategic Plan

Graeme Jarratt  
**Principal**

# RONGOTAI COLLEGE STRATEGIC PLAN

## PRINCIPAL'S SABBATICAL 2005

FOCUS	STRATEGY	STAFF INVOLVED	TIME FRAME
1. Literacy	1.1 Literacy for Success – Literacy for Success at Year 11 discontinued – <i>Rationale</i> This class was originally created to provide strengthening of literacy to sit school certificate examination – no longer necessary.	GJ, JG, HT	For 2006
	1.2 Literacy Years 9 and 10 – Literacy to be strengthened through English programme especially at Years 9 and 10 focussed on obtaining literacy credits for NCEA Level 1.	GJ – all English staff especially JG	For 2006
	1.3 Literacy Time Slot – all classes structure a 15 minute slot per week when literacy in that subject is emphasised – resources for this to be developed through Staff Development sessions focussing on materials supplied by V.U.W.C.E. – a form to be supplied to every teacher to be returned to the Principal detailing when each 15 minute time slot will occur in each class taught.	GJ – all teaching staff	For 2006
	1.4 Literacy / Learning Support Coordinator – a new position be created carrying one management unit.	GJ – staff appointments committee, TF GF	For 2006 if staffing allows
	1.5 Teacher Aides – made available to all mid and lower stream Year 9 and 10 English classes.	GJ – all English staff especially JG	For 2006 if funding allows
2. Numeracy	2.1 Years 9 and 10 – focus on obtaining numeracy credits for NCEA Level 1, especially in mid and lower stream classes.	GJ – all Mathematics staff especially VT	2006
	2.2 Extra teacher – an extra teacher timetabled for all mid and lower streamed Year 9 and 10 classes to assist in all Mathematics lessons.	GJ – all Mathematics staff especially VT	2006 – if staffing allows
	2.3 Teacher Aide – if 2.2 not viable a teacher aide in all mid and lower stream Year 9 and 10 Mathematics classes.	GJ – all Mathematics staff especially VT	2006 if funding allows
3. Food Technology	3.1 Examine the viability of introducing Food Technology at all levels	GJ SR TF	2007 and beyond 10 October Gazette 2005 if GMFS allows 2007 and beyond
	3.2 Year 12 and 13 – introduce Food Technology (Hospitality?) at Years 12 and 13 by offering two classes in 2006 – part-time position in Food Technology (state other subjects) offered for appointment for 2006.	GJ SR TF	
	3.3 Butchery – investigate possibility of introducing this as part of Food Technology programme	GJ SR TF	
4. Sports Academy	4.1 Academy would start at Year 9 and operate during PE programme. It would then be offered as a sixth option at Years 11, 12 and 13.	GJ – all PE staff especially BR	For 2006
5. Student Class Time	4.2 Reconsider present sports academy programme in view of 4.1 above – especially students selecting it.	GJ BR	For 2006
		Year 11 & 12 Deans, GJ SR TF Literacy / Learning	For 2006

<p>6. Investigate New Year 11, 12 and 13 Courses</p>	<p>5.1 All students at Years 11 and 12 study 6 subjects.</p> <p>5.2 Year 13 – minimum requirement 5 subjects – those students with “study” time be encouraged to be involved in a paired reading programme.</p>	<p>Support Coordinator, GJ SR TF</p> <p>FE KF BR ED LF KF KF BR BR HT BC FE TiC Food Technology HT PS VW</p>	<p>During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006 During 2006</p>
<p>7. House System – Improving Academic Achievement</p>	<p>6.1 GJ to discuss relevance and necessity of observed courses</p> <ul style="list-style-type: none"> <li>a. Computing and Printing</li> <li>b. Furniture</li> <li>c. Outdoor Education</li> <li>d. Samoan</li> <li>e. Materials Technology</li> <li>f. Technology – Unit Standards</li> <li>g. Outdoor Pursuits</li> <li>h. Sports Science</li> <li>i. Tourism</li> <li>j. Electronics / Science Mix</li> <li>k. Computers / WinTec</li> <li>l. Catering</li> </ul> <p>m. New Zealand Studies</p> <p>n. Commercial Financial Literacy</p> <p>o. Gateway Options</p> <p>7.1 House Points Introduced for Academic Performance (credit cards for class performance – five cards equals merit award presented in assembly)</p>	<p>GJ SR TF – new appointment MU Teacher in Charge of House System GJ SR TF and new MU TiC House System</p>	<p>For 2006 if staffing allows</p> <p>For 2006</p>
<p>8. NCEA Achievement</p>	<p>7.2 Improve House Points – more points and house commitment made much more important. This to be facilitated by running house assemblies every second week. School time will be made available by shortening periods by 5 minute on one day of the week (a different day each term). Assemblies to be conducted by student house leaders and TiC of each house.</p> <p>7.3 House Shield to be awarded at assembly at the end of each term.</p> <p>7.4 Report columns to be used to award house points.</p> <p>8.1 Emphasis on less able students getting Level 1 – this to be achieved by appropriate courses through Years 9 and 10 and selecting courses which will lead to achievement of Level 1, even if this takes more than three years secondary education.</p> <p>8.2 External standards – more emphasis on getting work up to standard to pass these – comments on reports.</p>	<p>TiC House System TF</p> <p>All staff especially HOD's</p> <p>All staff - especially TF SR Deans Years 11, 12 &amp; 13 Deans SR TF</p>	<p>For 2006</p> <p>For 2006</p> <p>Present</p> <p>For 2006</p> <p>Present</p> <p>Consider during 2006 Investigate during 2006</p>
<p>9. Mentoring</p>	<p>8.3 Internal Achievements – work must be presented for marking.</p> <ul style="list-style-type: none"> <li>a. Deans active in pursuing students who do not present work for marking</li> <li>b. Students who do not present work for assessment are not permitted to represent the school.</li> </ul> <p>8.4 Extra curricular – students missing class time must make up.</p>	<p>GJ SR Deans</p> <p>All staff supervised by GJ SR TF</p>	<p>For 2006</p>

10. Five Non Contact Periods	<p>9.1 All students at Years 11, 12 and 13 allocated to a staff member for individual mentoring – time to be provided for this by shortening each period by 5 minutes on one day of the week (a different day each term). Students who are not being mentored will take part in house assemblies and singing on alternate weeks. If a staff member has a non-contact during the day selected, mentoring will not take place for the equivalent 5 minute periods equalling non-contact time which would have been lost. The vehicle for mentoring is “Individual Student Profile”.</p>	GJ – all staff by discussion	For 2006
	<p>10.1 NCEA Day – one hour a week non-contact time be provided by starting late or finishing early on one day of the week (this day to be a different day each term).</p>	SR – all staff	For 2006
11. Subject Selection	<p>10.2 Assembly “Slot” to be changed from Period 3 Friday (this now becomes a teaching period) to form time and form time on Assembly Day to be extended by 5 minutes taken from Period 1 and</p>	GJ – all staff	Investigate during 2006
12. Professional Development	<p>Period 2 – this to be a different day of the week for each term. (Teachers losing non-contact time are compensated by 10 minutes non-contact time each morning between 8.45am and 8.55am).</p>	GJ SR TF – all Deans / Academic Mentors	For 2006
	<p>The Dean / Form teacher meeting time lost to be compensated by putting Staff Meetings, Department Meetings, FormTeacher / Dean</p>	All staff	Present
	<p>Meetings on a three week rotation on Mondays.</p>	GJ All HOD's	2006
13. Good Young Man	<p>10.3 Individual Study Day – if more time is required this could be provided by sending a form level home for “Individual Study” on a designated day.</p>	GJ	Consider during 2006
14. Home School Partnership	<p>11.1 Interviews – subject selection afternoon to be discontinued and students each given individual interviews by Dean and/or Academic Mentor to select subjects for the coming year (Deans to be given day relief time to achieve this).</p>	GJ & all staff	Consider during 2006
15. Staff Appraisal	<p>12.1 Staff Meetings – continue as present with the emphasis to use VUWCE resources for 15 minute literacy slot and to implement this strategic plan.</p>	GJ & all staff	Consider during 2006
	<p>12.1 NCEA Time – each HOD to complete a form indicating professional development / NCEA work done during this time.</p>	GJ & all staff	Consider during 2006
	<p>12.3 Research Project – each year a research project is selected and a management unit and time allowance given for a teacher to complete this research.</p>	SR & all staff	During 2006
	<p>12.4 Staff decide on professional development required.</p>	GM GJ SR TF – all staff	Present
	<p>12.5 Teacher Only Days – student contact outside of class time e.g. attending student report evenings, staff visiting</p>	Year 9 Dean – volunteer staff	Investigate for 2006
		Year 9 Dean – volunteer staff	Investigate for 2006
		GJ – all staff through discussion	Investigate during 2006
		GJ SR TF, all HOD's / TiC's	Present
		GJ – all teaching staff	2006
		GJ all HOD's / TiC's	Present
		All teaching staff especially HOD's / TiC's	Present

	<p>student homes – counted as contact time and teacher only days generated in this manner.</p> <p>13.1 Joseph Dreson Model</p> <p>14.1 Pacific Island Initiative – continue as at present</p> <p>14.2 Summer School – 30 approx less able Year 9 entrants invited in for 2 mornings before school begins. Parents invited during second morning.</p> <p>14.3 Home Visits – volunteer staff make home visits to selected Year 9 students (ethnic minorities).</p> <p>15.1 Student Appraisal forms for all staff members.</p> <p>15.2 HOD classroom observation to be conducted by SR and TF – GJ to continue HOD / TiC interviews.</p> <p>15.3 Literacy Initiative – evidence of practices used to be part of appraisal cycle.</p> <p>15.4 Tracking Achievement – evidence of tracking to be supplied by all HOD's at appraisal interview.</p> <p>16.1 Facilitated by Streaming in Years 9 and 10 and through English, Mathematics and Science in Year 11 – extension activities provided.</p> <p>16.2 Extension Project – classes in core subjects for top streamed Year 9 and 10 classes suspended for one week.</p>	HOD's / TiC's	Investigate during 2006
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