



# MARLBOROUGH BOYS' COLLEGE

Strategic Plan 2022-24



**PAST**

1

Where have we been?

It is not just a borough's history that we include.

- Open Special School in 1919 - changed private to a manufacturing College.
- 1963 Marlborough Girls College changed?
- Originally served a local farming community, relevant and strong community connection

**PRESENT**

2

Why are we here?

**Mission**

This is an incredibly important question. People often get the MISSION (why we are here) and the VISION (where we are going) mixed up.

*Developing strong foundational youth academics, arts, sports, leadership and service.*

We need to ask a simple question (which turns out to be very complex):

Boys Aspiring to “Be The Best They Can Be”

**FUTURE**

3

Where are we going?

**Vision**

*To create a learning environment that is inspirational and empowers our staff and students*

Once we understand where we have come from and why we are here, we can focus on our VISION: where we are going.

**Where is our True North?**

Using our compass points to ensure we are staying true to our vision

**MBC Strategic Plan**

**Mission:** Boys Aspiring to “Be The Best They Can Be”

**Vision:** Kia whakamanawa, kia whakamana tō tatou hapori ako  
To inspire and empower our learning community

# Te Tatoru O Wairau

**Te Tiriti o Waitangi**

Workstreams

**Te Reo Māori**

Tikanga Māori

**Uaratanga**

Te Kore – Te Po – Te Ao Marama





# Pūnaha

## SYSTEMS + PROCESSES

EOTC / H&S / PLD

Growth Cycles

Reporting to the BoT

Recruitment / Retention / Promotion

Onboarding / Offboarding

KAMAR – School Point – Bridge

- Relief
- Reporting
- Access
- Toolkit \$\$\$





# Akoranga

## TEACHING & LEARNING

School wide pedagogy & philosophy

**UDL & Integrated Curriculum**

**Increased engagement &  
achievement**

All-round excellence

**Special Needs engagement &  
achievement**

**NCEA results improve and are  
above benchmarks for:**

**Pass rates**

**Merit and Excellence endorsements**

**Level 2 Literacy and Numeracy**





# Hauora

## WELLBEING

**Tuakana Teina and Vertical Whānau Groups (WSL)**

**PB4L – Pastoral Programmes (WSL)**

Culturally Inclusive Pedagogy

Junior Leadership

**MBC Graduate Profile (WSL)**

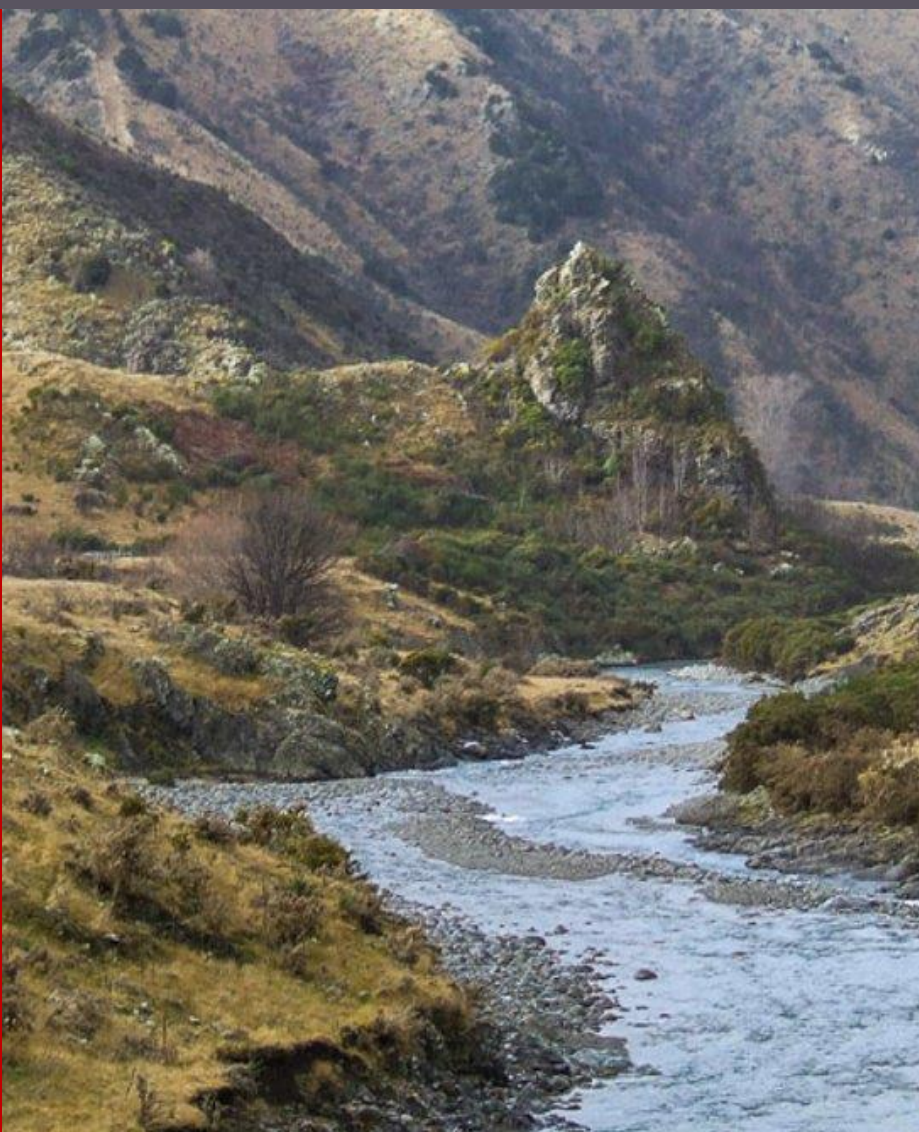
Transition Yr8-Yr9-Junior-Senior

MBC Values Programme

**My Mahi (WSL)**

The Rite Journey

**Junior Co-construction Hui (WSL)**



**PROJECT NAME**

Languages Faculty Senior Goals for 2022

**AUTHOR**

Collaborative

**DATE**

16 November 2021

These goals are designed to fit within the four core strategic areas identified for the school: Akoranga, Hauora, Pūnaha and Te Tātoru o Wairau

**GOAL ONE**

## Increase relevance and engagement in learning through non-assessment driven learning

**SPECIFIC:** Who? What? When? Where? Why? Which?

We can utilize a number of actions to look at how to achieve this goal, such as opt-in theme-based courses, semesterisation and developing learning programmes that focus on learning rather than assessment. This also aligns with the NCEA review which champions the 'assessment when ready' approach.

**MEASURABLE:** Metrics and milestones. How much? What percentage?

Ironically, this will be measured through an increase in our pass rates for each assessment and the 2023 course numbers.

**ACHIEVABLE:** Do you have skills and tools to accomplish this objective?

This is big departure for many of us around how we teach in the senior school. This will be a core focus of our Faculty Meetings going forward and ideally we will create separate collaboration groups to help staff work together to utilize expertise and create resources which can be shared.

**RELEVANT:** Does it fit with overall organizational objectives?

This goal aligns with Akoranga and Hauora and also one of the core community aspirations student-centred learning - Ako Arotahinga.

**TIME-BOUND:** Intermediate and final deadline

This can be measured at the end of the year in our course reviews, but we will need to have checkpoints throughout the year.

## GOAL TWO

# Using a students cultural identity and unique world view to inform, develop and strengthen learning programmes

**SPECIFIC:** Who? What? When? Where? Why? Which?

Approaching texts from multiple viewpoints will strengthen learning. We also need to allow students the freedom to approach a text with their own unique world-view and to be assessed on that knowledge in a way that deepens learning. Hopefully this will also foster innovation and creativity.

**MEASURABLE:** Metrics and milestones. How much? What percentage?

The measure of this will be in the critical thinking evidenced throughout assessments.

**ACHIEVABLE:** Do you have skills and tools to accomplish this objective?

Staff may need professional development around how to design tasks that allow for alternative world views and discussion. This may mean options and differentiation on a wider scale.

**RELEVANT:** Does it fit with overall organizational objectives?

This goal aligns with Akoranga, Te Tātoru o Wairau and Hauora and also three of the core community aspirations student-centred learning - Ako Arotahinga, Identity - Tuakiri and creativity and innovation – Auahatanga.

**TIME-BOUND:** Intermediate and final deadline

This will be an ongoing discussion in faculty meetings throughout the year.



### GOAL THREE

## Connecting the relevance of the learning beyond assessment.

**SPECIFIC:** Who? What? When? Where? Why? Which?

Focus on skills rather than assessment and align these to develop real-world applications where possible. We also need to flip our programmes to focus on learning core and key skills well before assessment is discussed. It also allows for more cross-crediting where students are being assessed against two achievement standards but are only completing one piece of work.

**MEASURABLE:** Metrics and milestones. How much? What percentage?

Theoretically assessment grades will improve and potentially a change in the type of assessment we receive.

**ACHIEVABLE:** Do you have skills and tools to accomplish this objective?

This will be a big mindset change for the faculty because we have slipped into an assessment-driven pattern that focuses on credit-farming rather than learning. SLT also need to consider how they frame their conversations around NCEA success so as not to sabotage our new programmes.

**RELEVANT:** Does it fit with overall organizational objectives?

This goal aligns with Akoranga, Te Tātoru o Wairau and Hauora and also two of the core community aspirations student-centred learning - Ako Arotahinga and Identity – Tuakiri.

**TIME-BOUND:** Intermediate and final deadline

Ongoing throughout the year.