



## Marlborough Boys' College 2019-21 Charter and 2021 Strategic/Annual Plan

### 1. Introduction

Marlborough High School opened in 1900 as a co-educational school. In 1919 the school changed its name to Marlborough College. The school roll rose from 342 in 1946 to 1205 in 1962. When the government decided to build a second secondary school in Blenheim the community voted for single sex education. The school was renamed Marlborough Boys' College in 1963 when Marlborough Girls' College was opened on its current site.

The school serves Blenheim and the surrounding Marlborough area. Marlborough is a region of great geographical diversity, and rich history. The region's economy is dominated by the wine industry.

Marlborough Boys' College is a school that has undergone major change. In recent years the school has:

- Continued to have outstanding sporting and arts successes.
- Increased its ability to identify and support students with specific learning needs in reaction to a changing demographic profile.
- Raised the focus of academic achievement.
- Been supported greatly by the community in general and the PTA, Old Boys' Association and the recently created Marlborough College Charitable Foundation in particular.
- Advanced the planning towards future co-location with Marlborough Girls' College. This has included extensive consultation leading to the development of a Co-location Education Brief to guide the co-location process. Visit [www.marlboroughcolleges.co.nz](http://www.marlboroughcolleges.co.nz) for further information. Consultation confirmed the community preference for single-sex education. The existence of the two schools on 1 site and sharing some facilities will provide elements of what proponents of both single sex and co-education deem as important.

**Marlborough Boys' College** acknowledges its obligation and is committed to:

1. Fulfilling all the requirements set out in the National Education Goals.
2. Administering the school according to the National Administration Guidelines.
3. Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum document.
4. Developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
  - At Marlborough Boys' College we endeavour to be proactive in fostering cultural understanding consistent with the Treaty of Waitangi – to honour the concepts of protection, participation and partnership.
  - Students can choose to study Te Reo Māori in full year programmes.
  - Curriculum has been developed to support “Māori to achieve as Māori.” The Te Waharoa course is an example.
  - Since 2017 all year 9 students' study for 1 term Te Reo/Tikanga as part of their compulsory curriculum.
  - Providing professional development with a focus on teaching and learning that has a culturally responsive and relational focus.
  - All staff and students are exposed to opportunities to experience Tikanga Māori (Māori protocol and culture). Tikanga Māori is part of MBC culture – “what we do around here”. For example, powhiri for new students and staff at the start of the year, blessing of new buildings, signage in Māori, displays of Māori art work and haka as part of school Prizegivings and beginning of sporting events.

### Steps taken to discover the views and concerns of the school's Māori community

- The Board of Trustees has had a minimum of one Māori parent representative since May 2016.
- Communication with Māori occurs on top of existing school processes through Whānau hui and formal and informal meetings with representatives of local iwi.
- The new schools project has provided a focus which will be a catalyst for further consultation with iwi.

### 3. Values Statement

Young Men of Marlborough strive to be:

- Respectful
- Responsible
- Involved
- Proud
- The best that they can be.

### 4. Vision Statement

To inspire and empower our learning community to be the best they can be.

#### Co-Location Vision Statement

Embracing opportunities for our community of learners.

*Kia whai hua mō tō tātou hapori ākongā*

### 5. Strategic/Charter Goals 2019 - 21

- a) To provide a safe and positive learning environment for all stakeholders with a focus on the promotion of school values especially pride and respect.
- b) To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.
- c) To increase opportunities and participation in the Arts, Sport and Leadership/Service.
- d) To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.

## **Review of Charter and Consultation**

The Board of Trustees undertook extensive consultation in 2011 and 2012 that resulted in a new Mission Statement, Values, Vision Statement and Strategic/Charter Goals.

Revisions have been made to the Strategic/Charter goals since then. Significant consultation has taken place since 2013 on the nature and siting of secondary education in Marlborough. Goal d) was introduced in 2016 and reflects the outcomes of deliberations on the schools' future siting and character.

Consultation by the Board in 2014 and 2015 resulted in Goal c) and consolidation of specific focus areas and greater strategic planning and financial support to identified planned projects in these areas (see page 4).

Following a Ministry of Education facilitated review of the Charter in 2016 reporting on some of the then current goals ceased in 2017 as they were regarded as "business as usual" – policies and procedures where now in place for them to be ongoing.

The Vision statement following 2018 community consultation was changed. The co-location vision statement was also added to the charter in 2018.

# Marlborough Boys' College 2019-21 Strategic Planning Focus

"To inspire and empower our learning community to be the best they can be"

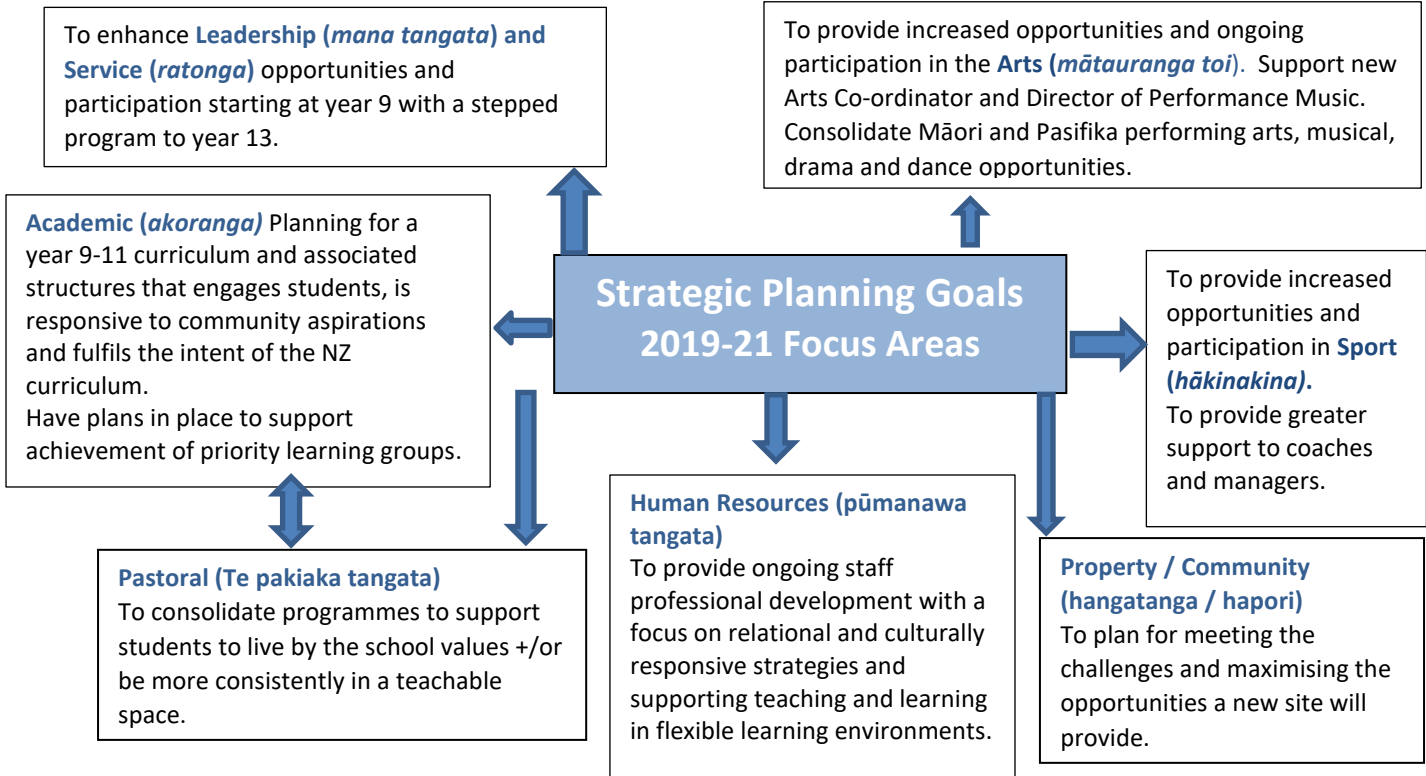


- Respectful
- Responsible
- Involved
- Proud
- The best we can be

## Identified Focus Areas



Finance	Human Resources	Information technology	Property	Pastoral	Community
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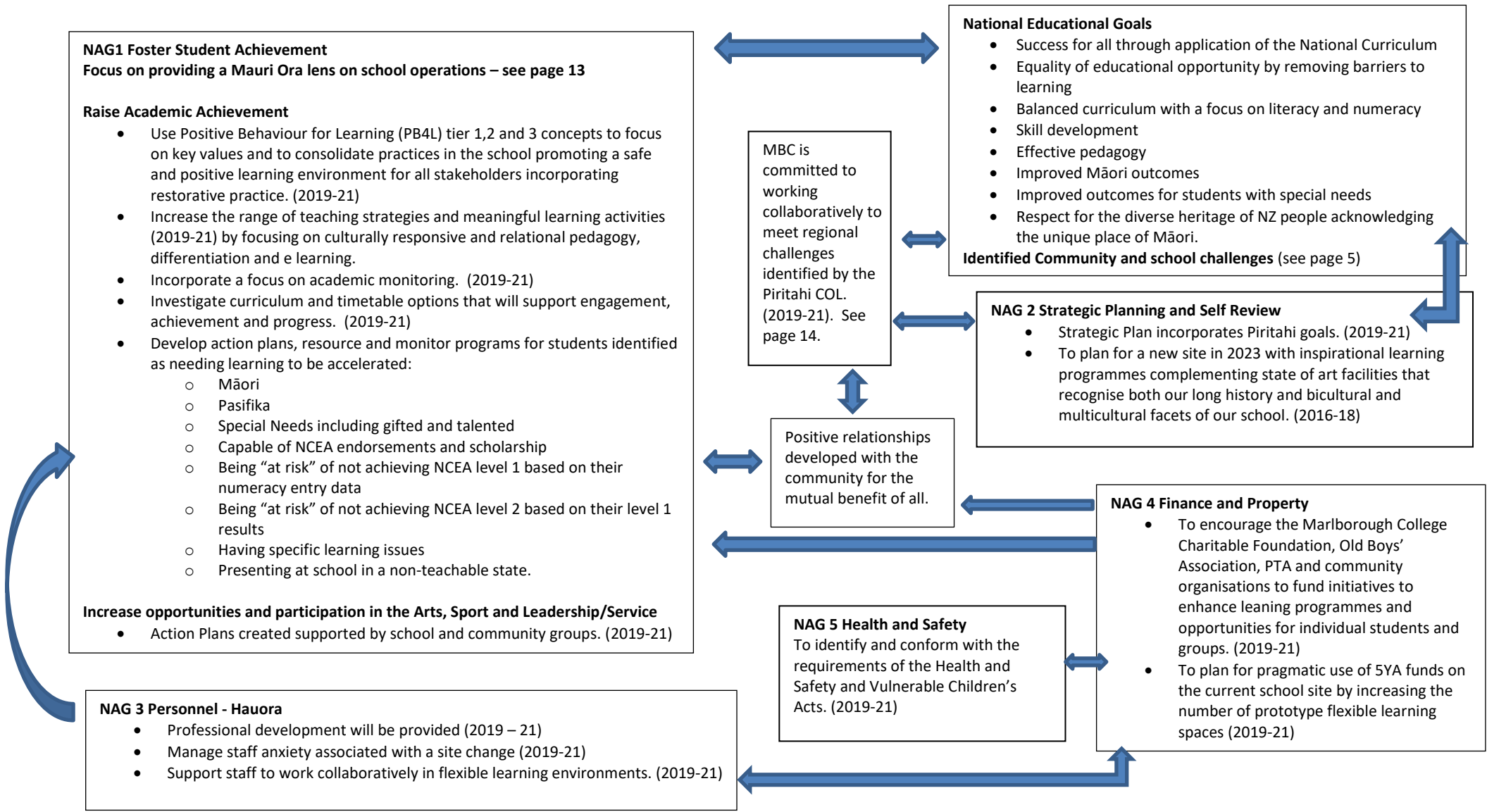


## Our 2019-21 Goals are in response to the following identified challenges/aspirations

- 1) We exist to serve our community. Community consultation in 2017 resulted in the following aspiration areas:
  - **Identity Tuakiri** - our students are aware of who they are, their culture, their heritage and their future – on a local and a global scale.
  - **Personal management Rangatiratanga** - our students have the resilience, tenacity, adaptability and confidence to succeed in anything they set out to achieve.
  - **Creativity & innovation Auahatanga** - our students apply creative and innovative thinking to their work, providing them with a solid foundation for future problem solving.
  - **Student-centred learning Ako Arotahinga** - we're creating a learning environment where students are inspired and supported to be the best they can be.
  - **Effective relationships Whaka Whānaungatanga** - through collaborative learning approaches, our students build strong relationships that help them to work and achieve together.
  - **Sustainability Kaitiakitanga** - our students understand and apply sustainable approaches to everything they do.
- 2) As a school we continue to focus on providing opportunities for our students to develop as well-rounded men that as a community we can be proud of. We do this by encouraging students to take opportunities offered for them to “be the best they can be” academically, in the arts, in sport and in leadership and/or service – we refer to these as our pillars – see diagram page 4.
- 3) To prepare students for their desired future by ensuring they have the qualifications for the next steps in their lives by building on a “schools within schools” concept catering equally for students aspiring for merit, excellent and scholarship passes to gain access to university programmes and for those with other educational or vocational aspirations.
- 4) To continue to support priority learning groups in the school – Māori, Pasifika and students with special needs including GATE. To put a Mauri-ora lens over all activities in the school - see p 13.
- 5) To consolidate a momentum of increased academic achievement while supporting more students with specific learning needs.
- 6) To plan for a year 9-11 curriculum and associated structures that engages young men, fulfils the intent of the NZ curriculum and is responsive to the community aspirations above.
- 7) To support staff to embrace the challenges and opportunities of teaching in flexible learning environments. This includes a review of what and how we teach/learn, the most appropriate timetable to support this and a review of how we assess and report to families/whānau/fono.
- 8) ERO after a November 2019 visit recommend the school needs to continue to:
  - embed systems to monitor and regularly report on progress of students who require their learning to be accelerated
  - monitor the progress of all year 9 and 10 students, and evaluate junior achievement data, to know needs and improve student outcomes through informed decision-making
  - initiate established action plans from inquiries and internal evaluation so they are consistently monitored over time
  - focus on improving culturally responsive practices by ongoing consultation with iwi and whānau to strengthen authentic partnerships, increase the visibility of te ao Māori within the school and further develop teachers' capability to support Māori learners
  - proactively reduce the disparity between Māori and other students' achievement
  - ensure all students' cultures, languages and identities are acknowledged and valued within the school
  - build knowledge of, and strengthen, evaluation processes and systems to know how effective programmes are in meeting learner needs. This includes health and safety practices, student wellbeing and how well the school is meeting school values and valued outcomes.



**Marlborough Boys' College Strategic Plan 2019-21 – to be read in conjunction with the Board's Strategic Focus documentation (see page 4)**



## 2019 – 2021 Key Strategic Goals and Objectives

a) To provide a safe and positive learning environment for all stakeholders with a focus on school values especially pride and respect.		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
<b>Action Plans with mid and end of year monitoring and reporting enable objectives to be met</b>		
Focus on <b>consistent, insistent and persistent</b> strategy in what staff do to support each other and our boys.	Consolidation of <b>consistent, insistent and persistent</b> strategy in what staff do to support each other and our boys.	Consolidation of <b>consistent, insistent and persistent</b> strategy in what staff do to support each other and our boys.  <b>2021 we deliberately focused on finding a consistent balance between being less punitive and moving toward being more responsive in dealing with pastoral matters.</b> <ul style="list-style-type: none"> <li>• Deans raising behavioural trends at weekly whānau meetings.</li> <li>• SLT reminding staff of our PB4L school-wide Kaupapa – Ongoing Staff P.D</li> <li>• The Tumuaki resetting our values and expectations and Whānau and Principal Assesmblies</li> </ul>
	Build knowledge of and develop programmes that <ol style="list-style-type: none"> <li>1. support student well-being and</li> <li>2. support students to understand and live by the school values</li> </ol> Monitor the effectiveness of these programmes in meeting learner needs.	Consolidate knowledge of and develop programmes that <ol style="list-style-type: none"> <li>1. support student well-being and</li> <li>2. support students to understand and live by the school values</li> </ol> Monitor the effectiveness of these programmes in meeting learner need.  <b>A review of the house structure in Term 4 was instrutmental In the decision to have full vertical Whānau Classes in 2022.</b>

Focus on respectful relationships supported by consistent practice in restorative processes.	Consolidation of focus on respectful relationships supported by consistent practice in restorative processes.	Consolidation of focus on respectful relationships supported by consistent practice in restorative processes.
Reduce truancy rate to 8% or lower.	Reduce truancy rate to 7% or lower.	Reduce truancy rate to 7% or lower. <ul style="list-style-type: none"> <li>• Our truancy rate was 12.7 for 2021.</li> </ul>
	Build knowledge of, develop and monitor programmes that ensure health and safety expectations for all stakeholders are met.	Consolidate knowledge of, develop and monitor programmes that ensure health and safety expectations for all stakeholders are met. <ul style="list-style-type: none"> <li>• We undertook two significant improvements to our paper based reporting around health and safety expectations</li> <li>• GONoGO online platform to reporting all Health and Safety matters across our school campus. Initial feedback has been positive.</li> </ul>
Staff and student data show improved satisfaction levels from baseline figures for selected indices.	Staff and student data show improved satisfaction levels from baseline figures.	Staff and student data show improved satisfaction levels from baseline figures. <ul style="list-style-type: none"> <li>• As an incoming Principal EDSOL NZ undertook a Principal Appraisal in September which gave a feedback from 31 staff. This report has been attached.</li> </ul>



b) To raise academic expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
<b>Action Plans with mid and end of year monitoring and reporting enable objectives to be met</b>		
All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone – see page 13.	All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone. See page 13. Proactively reduce the disparity between Māori and other students’ achievement	All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone.  <ul style="list-style-type: none"> <li>It is about moving past ‘catch phrases’ and allowing tangata whenua and mana whenua the opportunity to participate in school processes and events.</li> </ul>
Implement an observation/feedback programme with culturally responsive and relational pedagogy focus.	Focus on improving culturally responsive practices by: <ol style="list-style-type: none"> <li>further developing teacher capability to support Māori learners including consolidation of observation/feedback programme with culturally responsive and relational pedagogy focus.</li> <li>ongoing consultation with iwi and whānau to strengthen authentic partnerships,</li> <li>increase the visibility of te ao Māori within the school</li> </ol>	Consolidation of the focus on improving culturally responsive practices by: <ol style="list-style-type: none"> <li>further developing teacher capability to support Māori learners including embedding of observation/feedback programme with culturally responsive and relational pedagogy focus.</li> <li>ongoing consultation with iwi and whānau to strengthen authentic partnerships,</li> <li>increase the visibility of te ao Māori within the school</li> </ol> <ul style="list-style-type: none"> <li>The final publication and gifting of Te Tātoru o Wairau Cultural Narrative in terms of the curriculum will enable us to act upon the mandate of Ngāti Toa Rangatira, Ngāti Rārua, Ngāti Kuia and Rangitāne o Wairau.</li> </ul>
	Ensure all students’ cultures, languages and identities are acknowledged and valued within the school. Specific focus on Pasifika as a rapidly increasing group.	Ensure all students’ cultures, languages and identities are acknowledged and valued within the school. Specific focus on Pasifika as a rapidly increasing group.

<p>Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations.</p>	<p>Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations.</p>	<p>Consolidate / develop new programmes of study and associated structures in the senior school that meet the needs of students whether they be academic or vocational in their aspirations.</p> <ul style="list-style-type: none"> <li>• Gateway placements increased from 45 positions to 60 positions in 2022.</li> <li>• Trades positions remained consistent at 34 positions</li> <li>• Our commitment break our senior programmes into semesters was driven by student voice and wanting to see greater levels of engagement for a full academic year.</li> </ul>
<p>Plan for a year 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Undertake curriculum audit, continue ongoing trials of curriculum integration and plan for implementation of the new digital technology curriculum across the school.</p>	<p>Implementation of elements of a year 9 or year 9/10 or 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Continue ongoing trials of curriculum integration. Implementation of the digital technology curriculum across the school begins.</p>	<p>Review of a year 9 or 9/10 or 9-11 curriculum and associated structures that engages students, is responsive to community aspirations and fulfils the intent of the NZ curriculum. Embed curriculum integration trials and digital technology curriculum.</p> <ul style="list-style-type: none"> <li>• Due to serve staffing shortages in within Technology we were unable to meet this goal.</li> </ul>
<p>Increase support and monitoring programmes for all students in the school.</p>	<p>Develop monitoring and support programmes for all students in the school with a focus on year 9 and 10 and students whose learning needs to be accelerated.</p>	<p>Consolidation of monitoring and support programmes for all students in the school with a focus on year 9 and 10 and students whose learning needs to be accelerated.</p> <ul style="list-style-type: none"> <li>• Our junior Gifted and Talented programme in Year 9 continues with positive success. However, ensuring we are increasing higher levels of diversity within these programmes remains a priority.</li> </ul>

Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.	Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.	Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.  Languages Curriculum report attached. Reported to the BOT in February
Investigate options to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy. Mathematics Curriculum report attached. Reported to the BOT in June
Consolidation of the Spiral of Inquiry model to analyse in depth one aspect of teaching or leadership best practice with differentiation and/or culturally responsive and relational pedagogy writing as preferred focuses. All staff encouraged to identify 4 priority learners who will be the focus of the spiral.	Consolidation of the Inquiry model approach to analyse in depth one aspect of teaching or leadership best practice. Major focuses to be identified.	Consolidation of the Inquiry model approach to analyse in depth one aspect of teaching or leadership best practice. Major focuses to be identified. Ongoing progress being implemented through our WSL model
Implement Kōrero mai coaching model.	Consolidate the Kōrero mai coaching model.	Embed the Kōrero mai coaching model. Ongoing progress being implemented through our WSL model

**c) To increase participation and raise achievement in the Arts, Sport and Leadership/Service**

2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
<b>Action Plans with mid and end of year monitoring and reporting enable objectives to be met</b>		
To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport. Ongoing Covid disruptions have impacted greatly
To provide increased opportunities and ongoing participation in the arts.	To provide increased opportunities and ongoing participation in the arts.	To provide increased opportunities and ongoing participation in the arts. Arts Curriculum report attached. Reported to the BOT in June

To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.	To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.	To enhance leadership and service opportunities and participation starting at year 9 with a stepped program to year 13.

<b>(d) To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise our long history, bicultural and multicultural facets of our school</b>		
<b>2019 Annual Objectives</b>	<b>2020 Annual Objectives</b>	<b>2021 Annual Objectives</b>
<b>Action Plans with mid and end of year monitoring and reporting enable objectives to be met</b>		
<p>The education brief is reviewed and planning for the new campus is initiated.</p> <p>A master plan is developed that includes a building plan with confirmed shared spaces and ways of reducing disruption to present day pupils.</p> <p>Ongoing Iwi and community consultation and support is established.</p> <p>Cultural brief developed to ensure planning incorporates features of regional cultural significance.</p> <p>Confirm roll numbers for first year of operation and future maximum roll to ensure the master plan reflects expected community trends in population growth.</p> <p>Support staff, students and the community with the change management implications that arise from the co-location opportunity.</p> <p>Strengthen leadership capacity by increased middle leader involvement in the planning process.</p> <p>More prototype collaborative learning spaces are developed and used for teaching and learning.</p> <p>Staff will be given opportunities to visit schools with FLE's and investigate curriculum/structural adaptations possible within them.</p>	<p>The new campus master plan is progressed, along with school, community &amp; iwi consultation. A clear understanding of co-location is established with all.</p> <p>The majority of staff will have visited schools with FLEs and contributed to the learning design discussion and learning spaces consultation.</p> <p>Cultural brief developed to ensure planning incorporates features of regional cultural significance.</p> <p>Change Leadership capacity is strengthened across the school.</p> <p>Teaching and learning in prototyped spaces is trialled by all faculties not requiring specialist rooms.</p> <p>Further alignment of existing systems and structures e.g. ICT, timetables, curriculum.</p> <p>Develop new systems for a successful shared campus.</p> <p>Work with Ministry of Education capital works to maintain existing facilities and support prototype opportunities.</p> <p>Student interchange with MGC expanded.</p>	<p>The new campus design is completed. <b>Ongoing – Te Tātoru o Wairau</b></p> <p>All staff will have had the opportunity to visit schools with FLEs and/or contributed to learning design discussions. <b>Ongoing – Te Tātoru o Wairau</b></p> <p>Leadership of change and innovation is driven by teams and succession planning is initiated to ensure sustainability <b>Ongoing – Te Tātoru o Wairau</b></p> <p>Teaching and learning in prototyped spaces is trialled by all faculties not requiring specialist rooms. <b>Ongoing – Te Tātoru o Wairau</b></p> <p>Ministry of Education capital works section maintains existing facilities. <b>Ongoing – Te Tātoru o Wairau</b></p> <p>Student interchange with MGC expanded. <b>Ongoing – Te Tātoru o Wairau</b></p>

<p>Further align existing systems and structures e.g. ICT, curriculum, timetables - to plan a curriculum and associated structures that engages young men, fulfils the intent of the NZ curriculum and is responsive to the community aspirations.</p> <p>Develop new systems for a successful shared campus.</p> <p>Student interchange with MGC consolidated.</p> <p>Ministry of Education capital works section maintains existing facilities</p>		
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**Strategic Goal: To provide a safe and positive learning environment for all stakeholders with a focus on school values especially pride and respect.**

### Targets

- Increase attendance
- Reduce truancy rate
- Staff satisfaction surveys show improvement from 2016 baseline data in selected indices
- Student satisfaction shows improvement from baseline 2018 data in selected indices.

**Strategic Goal: To raise expectations and achievement for all; with a focus on priority learners including Māori, Pasifika and students with special education needs.**

### Targets

- Specialised programs of localized curriculum developed and implemented to support specific learning needs of students
- Māori year 9 students who have been identified as operating below curriculum level expectations on entry to year 9 in Literacy and numeracy, will have accelerated their achievement by 2 curriculum sub-levels
- NCEA level 2 target of at least 69% pass rate
- NCEA level 1 target of at least 65% pass rate
- Review of junior curriculum and reporting to accelerate student achievement
- To implement interventions and programmes that will shift achievement outcomes for year 11-13 student groups identified as at risk, based on their level 1/2 results
- Community of Learning Within School Leads (WSL)/Heads of Faculty supported with change leadership training.

**Strategic Goal: To increase participation and in the Arts, Sport and Leadership/Service**

### Targets

- Participation in arts and sport will be higher than baseline 2019 data.

**Strategic Goal: To plan for a seamless transfer to a new site with inspirational learning programmes complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.**

### Targets

- Student interchange opportunities with MGC consolidated – numbers involved in 2021 double.
- 20 staff have been supported to experience teaching in a flexible learning environment (FLE). 80% are interested in building on this experience in 2021. 80% of students learning in the FLE's in collaboratively planned programmes regard the experience as beneficial to their learning.
- The integrated curriculum trials are seen as positive by 80% of staff and students participating in these.

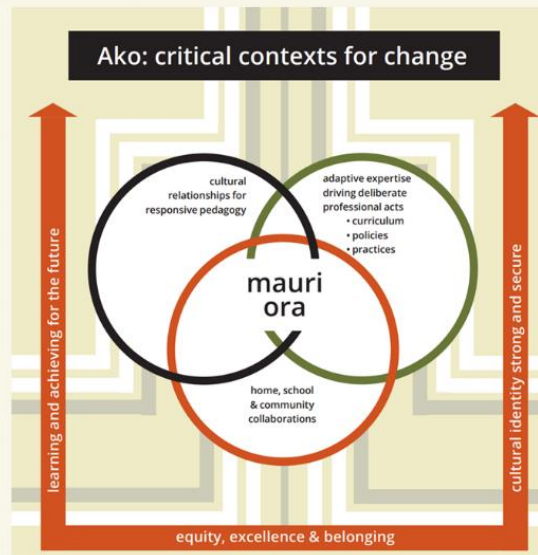
## Ako: critical contexts for change

### Cultural relationships:

- care for learners and their learning
- recognise prior knowledge as foundational to identity and learning
- focus on potential.

### Responsive pedagogy:

- begins with the learners' experiences
- involves the interactive, dialogic construction of knowledge
- requires power-sharing so learners and teachers make sense together.



The professionals in the school (leaders and teachers) implement curriculum, policies and practices that are:

- purposefully developed to promote equity, excellence and belonging for all students
- responsive and appropriate to local contexts
- grounded in research about what we know works to support students'
  - strong and secure cultural identities
  - learning and achieving for the future
- reviewed in response to evidence and feedback on how their actions are affecting students and whānau.

Research shows collaborations between home, school and community have large positive effects on student outcomes:

- this is challenging when the culture of the school is not representative of all families
- reciprocal power-sharing relationships are key.

In comprehensive school reform, these contexts are driven by the key levers of critical leadership, evidence-informed decision-making and prioritised learning outcomes.





'Whiria nga tahi nga ākonga - Weave Learners Together'

