



Marlborough Boys' College

2019 Strategic / Annual Plan and Analysis of Variance

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.
- Raised the focus of academic achievement considerably. See <http://www.ero.govt.nz/review/reports/marlborough-boys-college-30-05-2016/#1-context> for ERO Report comments on raised 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 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 artwork 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

- A Māori parent was co-opted as a Board of Trustees member in May 2016. Another Māori parent was elected on the Board in December 2017. He remains as a trustee.
- 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 hāpori ākonga

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

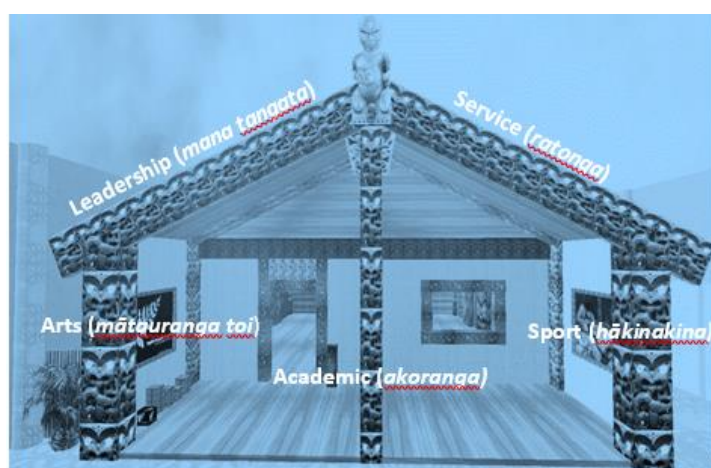
Marlborough Boys' College 2019-21 Strategic Planning Focus

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

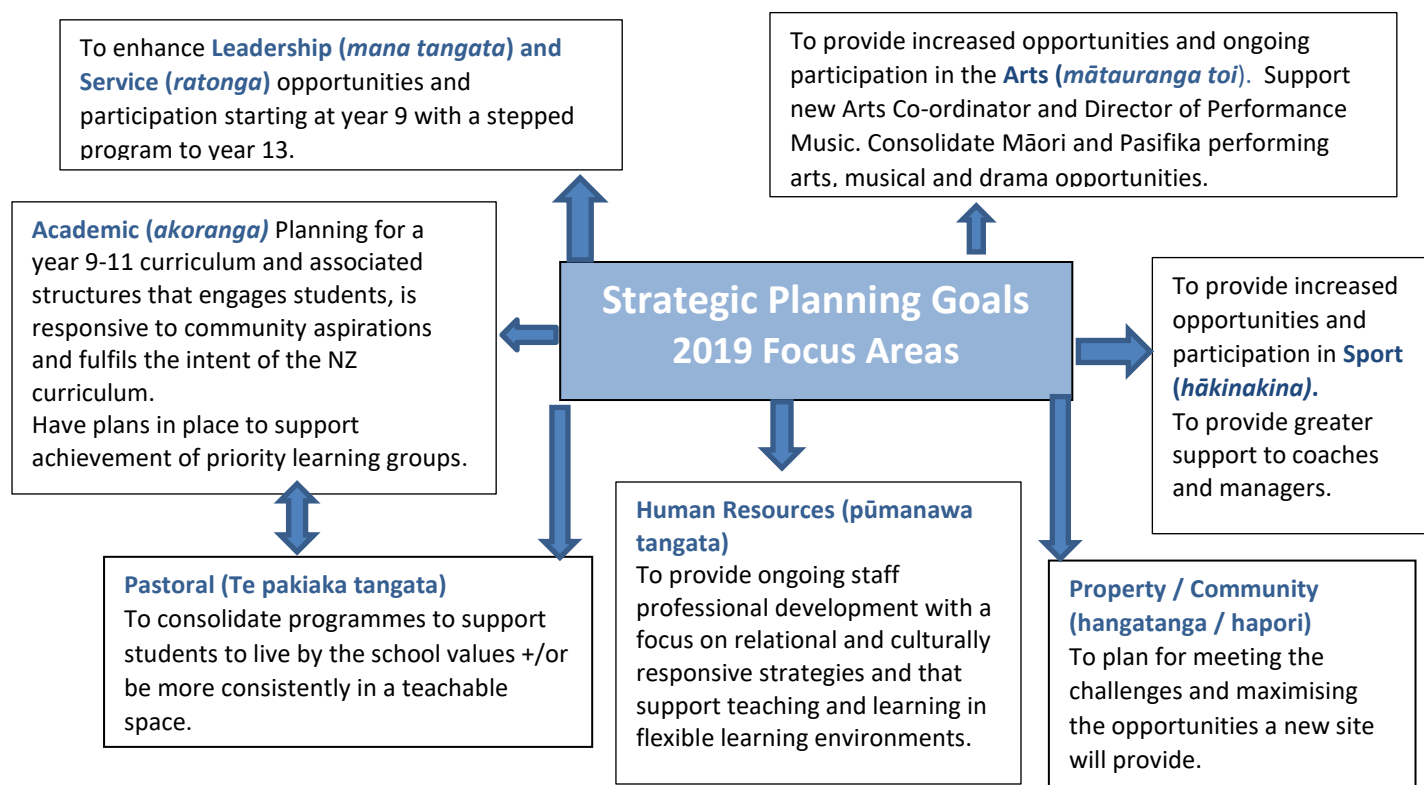


- ☒ Respectful
- ☒ Responsible
- ☒ Involved
- ☒ Proud
- ☒ The best we can be

Identified Focus Areas



Finance	Human Resources	Information technology	Property	Pastoral	Community
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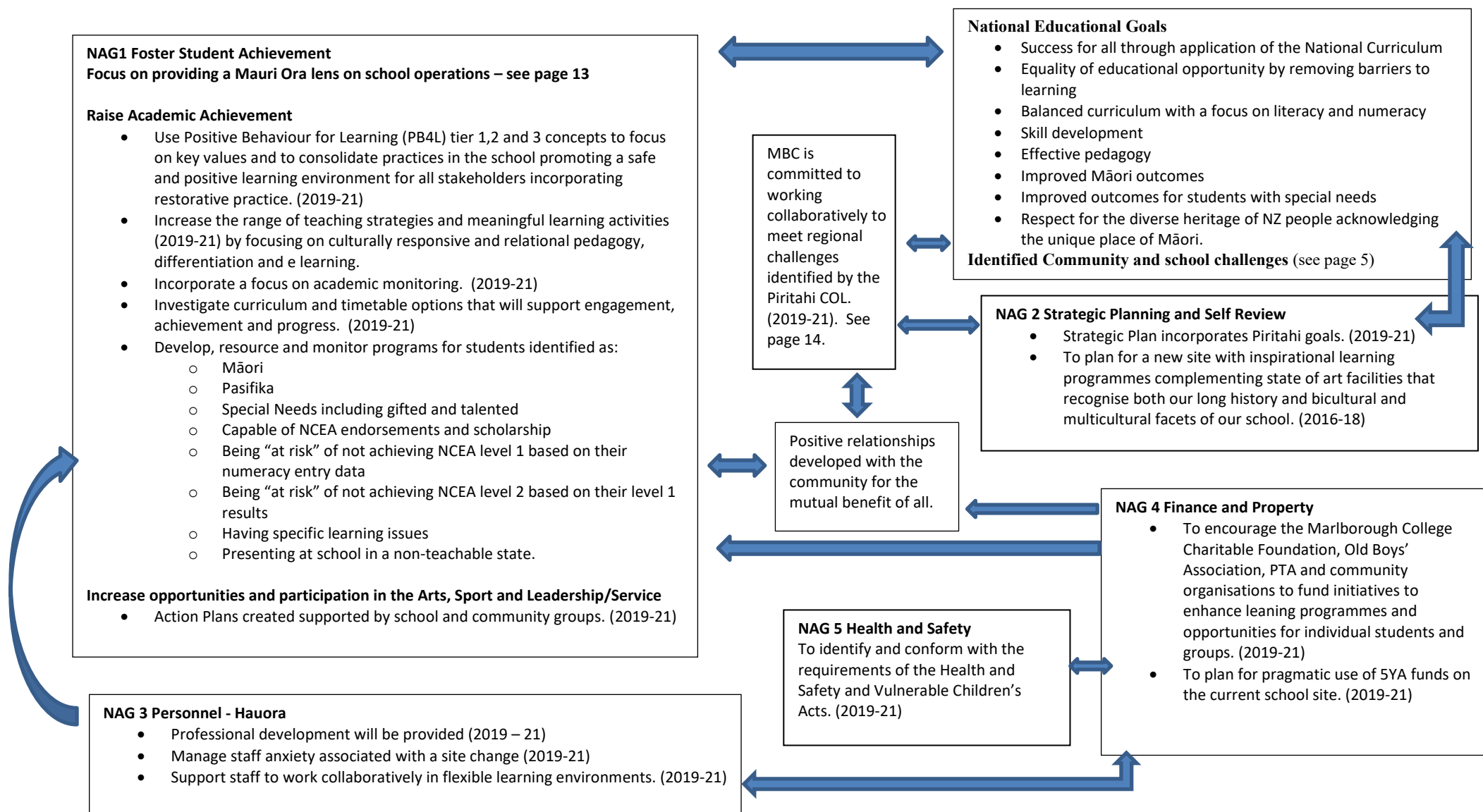


Our 2019-21 Goals were in response to the following identified challenges/aspirations

- 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 WhakaWhānaungatanga** - 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.



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
Focus on consistent, insistent and persistent strategy in what staff do to support each other and our boys.	Consolidation of consistent, insistent and persistent strategy in what staff do to support each other and our boys.	Consolidation of consistent, insistent and persistent strategy in what staff do to support each other and our boys.
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.
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.

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
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.	All decision making in the school considers “Mauri Ora” – if the decision is good for Māori it will be good for everyone.
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.	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.	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.
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.	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.	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.
Increase support and monitoring programmes for all students in the school.	Consolidation of support and monitoring programmes for all students in the school.	Consolidation of support and monitoring programmes for all students 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.	Continue to progress writing by consolidating the “Write that Essay” and other writing initiatives in the school.
Investigate options to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy.	Consolidate programmes to support student progress in numeracy.
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 Spiral of Inquiry model to analyse in depth one aspect of teaching or leadership best practice. Major - focuses to be identified.	Consolidation of the Spiral of Inquiry model to analyse in depth one aspect of teaching or leadership best practice. Major - focuses to be identified.
Implement an observation/feedback programme with culturally responsive and relational pedagogy focus.	Consolidate an observation/feedback programme with culturally responsive and relational pedagogy focus.	Embed an observation/feedback programme with a culturally responsive and related pedagogy focus.
Implement Kōrero mai coaching model.	Consolidate Kōrero mai coaching model.	Embed Kōrero mai coaching model.

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

2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport.	To provide increased opportunities and participation in sport.
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.
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.

(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		
2019 Annual Objectives	2020 Annual Objectives	2021 Annual Objectives
<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>Further align existing systems and structures e.g. ICT, curriculum, timetables - to plan a curriculum and associated structures that engages young men, fulfils</p>	<p>The new campus master plan is progressed, along with school, community & 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>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, curriculum, timetables.</p> <p>Develop new systems for a successful shared campus.</p> <p>Ministry of Education capital works section maintains existing facilities.</p>	<p>The new campus design is completed.</p> <p>All staff will have visited schools with FLEs and/or contributed to learning design discussions.</p> <p>Leadership of change and innovation is driven by teams and succession planning is initiated.</p> <p>Teaching and learning in prototyped spaces is trialled by all faculties not requiring specialist rooms.</p> <p>Ministry of Education capital works section maintains existing facilities.</p>

<p>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 and supports prototype opportunities.</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

- Reduce truancy rate to 8%.
- 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

- The wine school year 2 programme is developed and enables students to achieve either a transition to work +/or university entrance.
- 60% of Māori Year 9 students who have been identified as operating below curriculum level expectations on entry to year 9 will have accelerated their achievement by 2 curriculum sub-levels.
- 80% of Te Waharoa Year 11 – 13 students will pass 20+ credits with a “Māori” focus/perspective” at their respective NCEA levels.
- 60% of the year 12 group identified as at risk based on their level 1 results will gain NCEA level 2.
- 60% of the year 11 group identified as at risk based on their numeracy entry data will gain NCEA level 1.
- All teaching staff conduct a spiral of inquiry and share their professional learning through the Staff Toha Book.
- All staff have a lesson observation/s using a template focused on cultural and responsive pedagogy and reflect on the observation with a peer.
- 12 staff complete Kōrero mai coaching programme.

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

Targets

- Participation in arts and sport will be higher than baseline 2018 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 2020 double.
- 20 staff have been supported to experience teaching in a flexible learning environment (FLE). 80% are interested in building on this experience in 2020. 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.

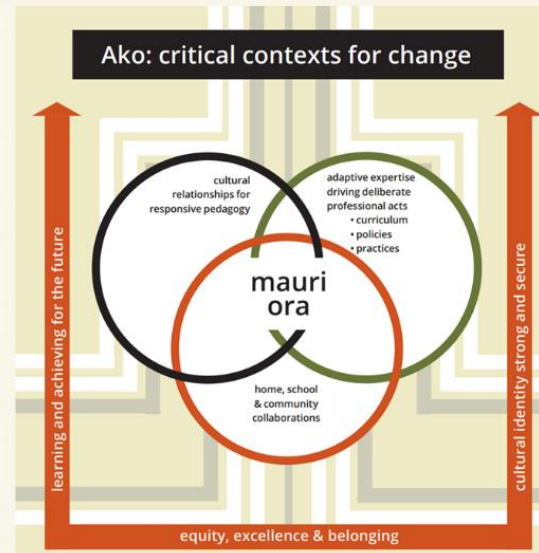
Ako: critical contexts for change

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.





Piritahi Kahui Ako Annual Plan

2019

Whiria nga tahi nga ākonga - Weave Learners together

Vision <ul style="list-style-type: none"> Learners collaborating for success. Highly literate students achieving across Piritahi 		We Value <ul style="list-style-type: none"> Relationships - networks of mutual trust Respect - for all Achievement - for all 	
Our actions <ul style="list-style-type: none"> Respond effectively to the needs of all learners. Strengthen learner capacity, capability and collective efficacy. Foster learner wellbeing, agency, advocacy and resilience. Raise all student achievement through collaboration and culturally responsive practice 		Achievement Challenge <p>All learners make expected progress in mathematics, reading and writing.</p> <p>Equity - All priority learners make accelerated progress.</p>	
Learning <ul style="list-style-type: none"> Identify priority learners Baseline data is collected by the end of week 4 Term 1 and then again in term 4. Progress is collated, analysed and reported. 	Teaching <ul style="list-style-type: none"> Consistent moderation practices using LLP's and PaCT embedded across primary schools in Piritahi Define effective practices across Piritahi with links to cultural competencies/pedagogies Spirals of Inquiry embedded across Piritahi 	Community <ul style="list-style-type: none"> Promotion of effective teaching and learning to Piritahi community Engagement with whānau and aiga Engagement with our business community and agencies. 	Leading <ul style="list-style-type: none"> Develop leadership capability in evaluation, inquiry, and system design to enable creativity and innovation Continue to grow effective, collaborative, and trusting relationships Define contextual roles and responsibilities

2019 Variance Report

Strategic Goal: To provide a safe and positive learning environment with a focus on the promotion of school values especially pride and respect, restorative practices and using data to inform practice.

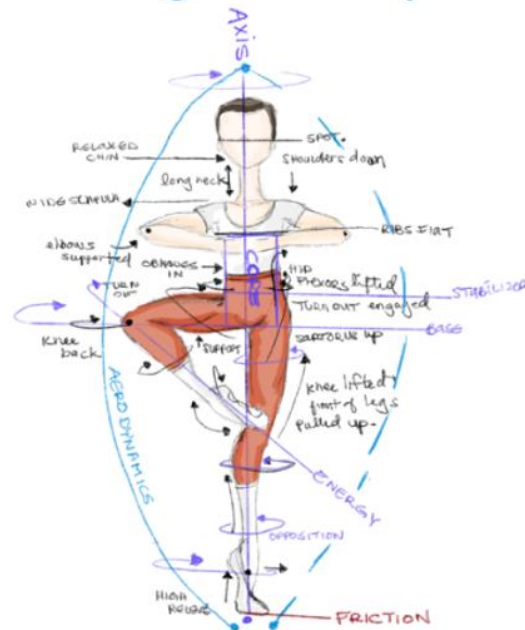
Target	Variance																																				
Reduce truancy rate to 8% or lower.	<p>Not achieved. The attendance rate (79.2) dropped slightly from the 79.9% average of the last 2 years. Truancy increased by .8% due to an increase in intermittent unjustified absences.</p> <p>Attendance – % all students</p> <table><tr><td>Type of Absence</td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Justified absence</td><td>10.6</td><td>10.5</td><td>10.1</td></tr><tr><td>Unjustified absences</td><td>5.0</td><td>5.3</td><td>5.3</td></tr><tr><td>Intermittent unjustified absences</td><td>4.3</td><td>4.3</td><td>5.4</td></tr><tr><td>Truancy rate</td><td>9.3</td><td>9.6</td><td>10.4</td></tr><tr><td>Attendance rate</td><td>79.9</td><td>79.9</td><td>79.2</td></tr></table> <p>Maori truancy continued to be higher than the whole population but encouragingly continued to decline. The Maori attendance rate improved on 2018.</p> <p>Attendance – % Maori</p> <table><tr><td></td><td>2017</td><td>2018</td><td>2019</td></tr><tr><td>Truancy rate</td><td>14.7</td><td>14.5</td><td>14.1</td></tr><tr><td>Attendance rate</td><td>73.3</td><td>73</td><td>74.4</td></tr></table> <p>The 2020 Attendance Action Plan has proactive steps to support the attendance in general and to reduce the one-off period absences that have contributed to the rise in % of intermittent justified absences.</p>	Type of Absence	2017	2018	2019	Justified absence	10.6	10.5	10.1	Unjustified absences	5.0	5.3	5.3	Intermittent unjustified absences	4.3	4.3	5.4	Truancy rate	9.3	9.6	10.4	Attendance rate	79.9	79.9	79.2		2017	2018	2019	Truancy rate	14.7	14.5	14.1	Attendance rate	73.3	73	74.4
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Staff satisfaction surveys show improvement from 2016 baseline data in selected indices	<p>Achieved in some indices but not others. In 2019 staff responses in all sections fell within the ‘neutral’ range. Question averages also predominantly fell within the neutral range (62%), with 29% of these falling just below the ‘acceptable’ cut-off, and 33% falling just above. 32% of ratings received pleasing average ratings that fell within the ‘favourable’ range. A ‘poor’ result was seen in relation to 6% of questions.</p> <p>Considering section averages, the strongest section was in relation to the Issues and Concerns Procedure (3.4) and Environment and Culture (3.4). The section with the lowest rating below the acceptable 3.0 cut-off was in relation to Communication (2.9).</p> <p>Comparing results over the last 4 years, 26% of ratings increased slightly over time, although all trends showed no more than a +.2 change. Alternatively, 56% of questions showed a decrease over time, with the largest decreases over -.2 where in relation to Board to staff communication, the Board as a good employer, morale in the school being high, the clear strategic direction for the school, staff taking pride in the school and what it stands for, professional development has enhanced classroom practice, staff carrying out their duties in a professional manner and relying on colleagues for support and assistance.</p>																																				

	<p>The 2018 report comment remains pertinent – “given the significant change happening at the school in relation to co-location the Board may deem the overall results of this survey as satisfactory.”</p>
<p>Student satisfaction shows improvement from baseline 2018 data in selected indices.</p>	<p>Achievement occurred in some indicators but not others. There were also contradictions in the results.</p> <p>In the section ‘school-wide climate and practices’ there was contradictions in responses. ‘Everyone thinks our school values are important’ was mainly referred to as disagree (74%), yet ‘ At school, we are encouraged to get on with students from different cultures or back grounds’ and ‘Teachers get on well with students from different cultures and backgrounds’ were at 74% (2% increase) and 81% (2% decrease) agree respectively.</p> <p>There is a discrepancy in the ‘pro-social’ section where ‘students always stand up for others if someone is hassling them’ was mainly disagree (60% - decrease of 5%) and yet ‘If I have a problem with another students, I feel I can ask other students for help’ was 58% agree (increase of 3%). This discrepancy has reduced from 2018 to 2019, showing movement in the direction of students feeling stronger about how the College functions with regards to tackling anti-social behaviour.</p> <p>It is interesting that there is an increase from 80% to 85% agreed in the acknowledgment that ‘Behaviours like hitting or bullying are not OK at school’, yet response to ‘At school, I am taught what to say or do if students are hassling or bullying me’ decreased by 12% to 46% agree.</p> <p>There is worrying consistency in student responses regarding how they feel about whether students are taught how to manage themselves and supporting school mates. This is evident in responses to questions around being taught to ‘manage feelings’ (43% agree - decrease 12%) and ‘what to do if someone is being hassled or bullied’ (46% agreed – decrease of 12%).</p> <p>The ‘teaching and learning’ section demonstrates a small positive increase in our students view of teaching and learning with ‘teachers think all students can do well’ increasing by 3% to 64% and ‘Teachers care about how I feel’ increasing by 4% to 58%.</p> <p>One considerably worrying statistic in the ‘teaching and learning’ section is the fact only 49% (3% increase) of students feel ‘Teachers make learning interesting’. This is interesting given the promotion of pedagogical change over the 2019 year.</p> <p>Reflections:</p> <ul style="list-style-type: none"> a) More explicit teaching about behaviour is required - how to manage it, what to do to get support and what happens when support is asked for. This would be best delivered as lessons on PB4L and restorative practice. b) Work needs to be done on building strong relationships between students and teachers. Encouraging form teachers to work with 4 targeted form students to support them in their learning journey could be a starting point help. c) There is a need to review not only what we teach, but also how we teach. Learning should feel interesting more often than not; at present this is not the case. There is always going to be a few students who don’t connect with the curriculum and any one subject, but it is our responsibility to reduce this so all students feel excited about learning.

Strategic Goal: To raise expectations and achievement for all; with a focus on priority learners including Maori, Pasifika and students with special education needs	
Target	Variance
The wine school year 2 programme is developed and enables students to achieve either a transition to work +/or university entrance.	<p>Achieved. A programme was developed for students to successfully study at NCEA level 3. Three students completed the 2nd year programme in 2019. Two of the students achieved U.E. One of these students gained 2 scholarships and is planning to study Viticulture and Oenology at Lincoln University. The third student missed NCEA level 3 by 6 credits having been absent term 4 with health issues. All 4 year 11 and 12 students completed level 2. The accelerated year 11 student achieved level 1 and 2 in the same year. Three students left during the year – all are working in wine related activities in the region.</p> <p>There are 5 students enrolled in the 2020 programme – 4 are year 13's and 2 are female.</p>
60% of Māori Year 9 students who have been identified as operating below curriculum level expectations on entry to year 9 will have accelerated their achievement by 2 curriculum sub-levels.	<p>Achieved for the targeted inquiry students.</p> <p>Literacy</p> <p>Year 9 English classes were either mixed (6 classes); Gate or a newly formed Sport and Ed focused class. A smaller class of 10 students was also formed from those with very low literacy levels. The mixed ability classes were timetabled into the Flexible Learning Environment (FLE) over two lines with three classes operating at once. A formal inquiry was undertaken that involved 6 students from each line of which 5 were Maori students. E-AsTTle reading and writing assessments were conducted in Terms 1 and 4 to assess individual progress of these target students. The focus on the programme was based around Universal Design for Learning (UDL) frameworks that allowed students to work in a way that enabled them to achieve and focused on developing good self-management skills. The results indicated that:</p> <ul style="list-style-type: none"> • The students who were motivated learners and coped well with the individualised learning programmes, made good progress. Of the 5 Maori students identified in our inquiry, 3 of them moved up at least one curriculum level. • A specialised literacy focused class (of 10 students) was very successful in boosting writing skills. This coupled with the Reading focus groups operated within the school, meant these students made significant progress. • Student surveys and voice indicated that the new mode of instruction was well received as it offered a range of activities, focused on individual interest and allowed for greater small group or one-on-one instruction. <p>Next steps are to develop a more targeted approach to core literacy skills. While we have a robust programme focusing on critical thinking and conceptual understanding of the positioning of texts, we do also need to focus on the core reading and writing skills to further develop literacy skills. The raw data from contributing schools continues to indicate a wide range of 'gaps' particularly in core language skills.</p> <p>Numeracy</p> <p>The numeracy data is based on one topic in mathematics – Number. The Number Diagnostic for year 9 is taken at the beginning of the year and the formative/summative tests are taken at different times during the year, dependent on student progress. As Number is a universal skill and is taught throughout the year in other topics, the only real measure of progress in "Numeracy" over a full year cannot be obtained until the students are tested again in year 10.</p>

	<p>Outcomes/reflections:</p> <ul style="list-style-type: none"> • 2019 year 9 Māori students who were identified as operating below curriculum level expectations on entry to year 9 progressed an average of 1.5 sub levels in Number on the NZ Curriculum, according to further testing during the year. 45% of these students have accelerated their achievement by 2 curriculum sub-levels or more. • Looking at the 2018 year 9 cohort of similar students, the average progression over testing in year 9 and year 10 is 4.2 sub-levels, indicating that, per year, we are achieving an average for these Māori students that is slightly in excess of the two sub-levels we were aiming for. 60% of this group achieved this goal. • It should be noted that this group of students progressed less than 8 sub-levels in the 8 years before attending MBC – some had only progressed through the first level of the curriculum. • The students who did not achieve the two sub-level target generally were either impeded by poor attendance and/or poor behaviour. If we are to make any further progress with this group of students, this has to be a focus for improvement.
80% of Te Waharoa Year 11 – 13 students will pass 20+ credits with a “Maori” focus/perspective” at their respective NCEA levels.	Not achieved. In 2019 33% of the students achieved 20 or more credits. 17% achieved 25 or more credits and 75% achieved 14 or more credits across Te Waharoa level 1,2, or 3.-There was a 10% increase on the previous year in those achieving 14 or more credits. Ten year 10 students also took the course for one term. All ten achieved at least 2 credits. Three achieved 8 or more.
60% of the year 12 group identified as at risk based on their level 1 results will gain NCEA level 2.	<p>Not achieved. All gained level 1 but the % passing level 2 was lower than the target.</p> <p>We identified 5 students who achieved more than 75 credits at level 1 in but who did not pass literacy or numeracy credits.</p> <ul style="list-style-type: none"> • All 5 gained Level 1 by end of 2019 • 1 student (20%) gained Level 2 by the end of 2019 <p>We identified 9 students who achieved literacy and numeracy and more than 68 credits in NCEA</p> <ul style="list-style-type: none"> • All 9 had gained Level 1 by end of 2019 • 4 of the students (44%) had gained Level 2 by the end of 2019
60% of the year 11 group identified as at risk based on their numeracy entry data will gain NCEA level 1.	<p>Not Achieved.</p> <p>52% of the 105 students who were identified based on achieving at 40% or below in Data in their entrance test as year 8 students achieved Level 1 by the end of 2019.</p>
All teaching staff conduct/participate in a spiral of inquiry and share their professional learning through the Staff Toha Book.	<p>Achieved. The Toha Book shares with all staff the reflections and learning from courses/conferences attended by staff both internally and externally. The hyperlink also provide access to each staff member’s inquiry.</p> <p>https://marlboroughboyscollege.sharepoint.com/:b:/g/EUJRrOsEfsRPhlgMvE1WxYUB3IKQcE1z_ewWdshRln-pEw?e=dgFY3I</p>

MBC Staff Professional Learning & Development



The annual of our dedication to PLD pirouette

Toha Book-2019

All staff have a lesson observation/s using a template focused on cultural and responsive pedagogy and reflect on the observation with a peer.

Achieved. The template was provided by University of Waikato staff. Observers record what they see or hear during 5, three-minute segments of a lesson. The placement of the teacher in the class is also recorded. A sample of students are then asked about the level of learning that has occurred and their perception of how much work they have completed. The observer does not make judgements. They present the findings to the teacher who is then asked to reflect on what is written on the template. This reflection has the potential to be based on whether instruction and work incorporates cultural and responsive pedagogy.

Culturally Responsive and Relational Pedagogy - Observation Tool

Kia Eke Panuku
building on success

Belief in and care for Māori learners (manaakitanga)
High expectations for Māori learners and their learning (mana motuhake)
Well-managed learning contexts (whakapiriingatanga)
Effective teaching strategies to promote learning (ako)
Evidence-based learning (whakataunaki)
Accelerating improvement for Māori learners (whai pikinga)

School: _____ Teacher: _____
Observer: _____ Date: _____

Lesson context: _____

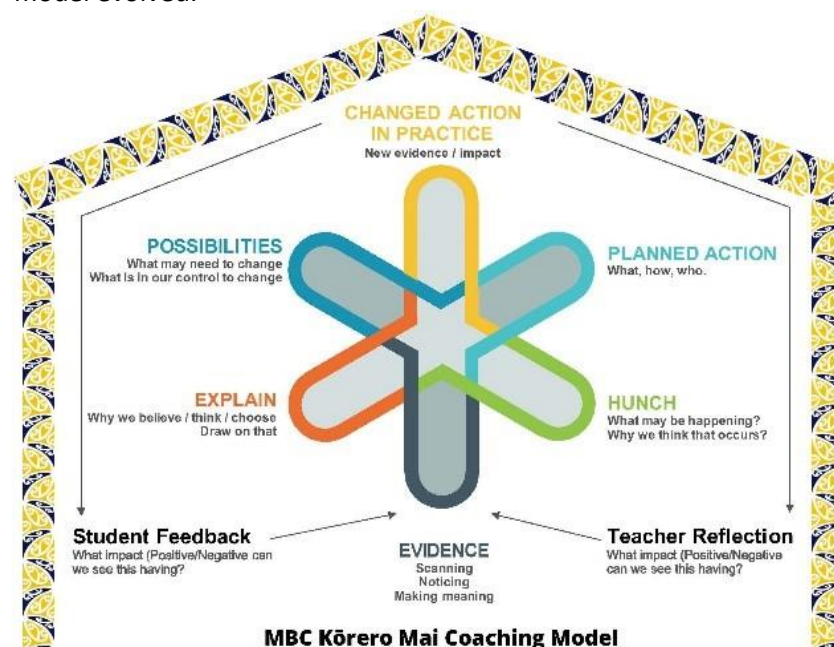
Time:	Total students:	Māori students:	Engaged Māori students:	WIG	Transmission	Dialogic	Relationships
Teacher location: front / middle / back:				Whole class	Individual	Group	Other
Teacher and student behaviours observed:				Instruction	Monitoring	FEB/FFB	Cultural topics
				Co-construction	Belief in	High expectations	Well-managed
				Effective teaching	Evidence-based	Accelerating	

NB: Complete these sections with students after the 5 cycles of observation and recording

COGNITIVE LEVEL					WORK COMPLETED				
1	2	3	4	5	1	2	3	4	5
No learning	Little learning	Some learning	Lots of learning	Challenging learning	No work completed	Little work completed	Some work completed	Lots of work completed	All work completed

12 staff complete Kōrero mai coaching programme.

Partially achieved. A Kōrero Mai coaching programme was instigated and an MBC model evolved.



The programme was facilitated by Education Consultant, Brook Trenwith. 14 staff underwent the coaching training programme. 8 staff completed their accreditation in 2019. Some of the staff who underwent training have not yet met accreditation due to 'other commitments' that limited their ability to adequately practice the skills they were taught. They will have to opportunity to gain accreditation at the start of 2020

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

Target	Variance
Participation in arts will be higher than baseline 2018 data.	<p>Achieved. There was an increase of 60 participants in the arts. 150 students participated – on average in 2 different activities. Running the Cultural expo at the start of the year was a great way to see what students had an interest in and also gave them the chance to see what was involved and to sign up, this will be repeated again in 2020.</p> <p>Our choir increased by 3. Itinerant music tuition also increased. We had a lot of interest in guitar and a few more into brass. With an addition of a new violin plus the refurbishment of 2 others we hope to increase our violin tuitions in 2020. Drums was added to the tuition options. Participation in school bands have increased with more students becoming involved in the stage, assembly and rock bands. Our goal next year is to encourage rock bands to enter the Rock Quest.</p> <p>The School production had more students involved this year, not only on stage but as part of the orchestra and backstage crew. There were also boys involved in making some of the set and props. Maori performing arts numbers participation grew by 50% and Pasifika performing arts grew by 12 students. It was pleasing to see increased participation in dance in 2019.</p>
Participation in sport will be higher than baseline 2018 data.	<p>Achieved. Students participating in organised sporting activities continued to rise – from 381 in 2016, to 445 in 2017 and 479 in 2018 and 487 in 2019. Factors contributing to the rise include extra staffing which meant sport had more hours to promote, organise and most importantly work with our outside coaches/managers to make sure we are giving our boys a good experience through school sport. We encourage all involved in sport to live the school values which helps build positive school/sport culture. Receiving the Redwood Trust funding each year (rather than every second year) keeps the cost down for our families. There is more information getting to parents/boys about sport opportunities through notices on the parent portal, on the school app and the school Facebook page. We have promoted success in assemblies and on social media. Encouraging sport codes to select even teams rather than just an A team has had a positive impact in some codes. Finally, getting feedback from different codes around how we can do things differently to improve player number has also had an impact on participation.</p>

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

Target	Variance
Student interchange opportunities with MGC consolidated – numbers involved in 2020 double.	Not achieved. In 2018, 9 girls studied at Marlborough Boys' College (1 full time in the Wine School) and 10 boys studied at Marlborough Girls' College. In 2019, 11 girls studied at Marlborough Boys' College (1 full time in the Wine School) and 3 boys studied at Marlborough Girls' College.
20 staff have been supported to experience teaching in a flexible learning environment (FLE). 80% are interested in building on this experience in 2020. 80% of students learning in the FLE's in collaboratively planned programmes regard the experience as beneficial to their learning.	<p>Achieved. Our 3 'new' FLE prototype spaces that were redeveloped in 2017 have now been used by mathematics (2018 and 2019) and english (2019). The priority in 2020 is for social science. These renovations have enabled staff and students to experience teaching and learning in flexible learning environments. We have a single room area with one break-out space, a double room area with a common breakout area and a 3-room area (that can be transformed to single cell entities) with multiple breakout spaces. The 3-room area was used by social science and year 9 mathematics and english classes in 2019. Teachers of commerce, english and mathematics have collaborated to modify the curriculum being taught both in content and delivery. Whilst there were some challenges for some English staff who worked in the space in 2019 a majority of staff who taught in our FLE spaces have asked to continue.</p> <p>94% of students from our 2019 sample survey/focus groups regarded the experience as beneficial to their learning.</p> <p>We are encouraged that the demand to teach in the FLE's far outweighs the supply. In 2020 more prototype FLE spaces will be provided. This will provide the opportunity for more staff to be supported to transition from teaching in single cell environments and the increased collaboration that is associated with teaching in FLE's.</p>
The integrated curriculum trial and teaching and learning in FLE's are seen as positive by 80% of staff and students involved in this area.	<p>Achieved. Staff involved in the integrated curriculum trial are continuing in 2020. 84% of students in FLE focus groups supported the FLE integrated programme and believed that an integrated approach was more conducive to their learning. The 16% who did not support the integrated approach were older students who stated, "it is just not what we are used to" and that they "want to just be told the answers and what we need to learn, or were year 9 English students who felt "they did not learn as much as they would have liked."</p> <p>Students who participated in the GATE and Sport in Education integrated programmes reported very positively about the 'connected' experience.</p> <p>There are new staff continuing with and offering different integrated options in 2020.</p> <p>We acknowledge the contribution of Brooke Trenwith who facilitated support programmes for staff teaching integrated curriculum and in FLE's.</p>

Kiwisport Funding

In 2019, the school received total Kiwi Sport funding of \$22,518 (excluding GST). The funding partially funded a sports co-ordinator and assistant. Funding also supported the purchase of equipment used in the Kiwi Sport lunchtime programme. Up to 150 students participated every day in the lunchtime programme facilitated by our 2 employed staff. The staff also completed administration tasks for coaches and managers. Students participation in organised sporting has activities continued to rise – from 381 in 2016 to 487 in 2019.

<https://marlboroughboyscollege.sharepoint.com/sites/Staff-SLT/Shared Documents/Acting Principal 2020/Analysis of Variance/2019 Analysis of Variance.docx>27/02/2020 3:05 PM