



Marlborough Boys' College Charter 2016 - 2018 Annual Plan 2017

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 another site.

The school serves Blenheim and the surrounding Marlborough area. Marlborough is a region of great geographical diversity, and rich history. Covering an area that includes the internationally renowned beauty of the Marlborough Sounds, to the rugged Pacific coastline in the east, and able to boast New Zealand's largest farm, Marlborough is full of variety.

Human exploitation of the regional resources began with Maori who hunted moa, and harvested flax, and eels from the area that is now Blenheim. Further south, kumara gardens were planted along the coast. European activities began with sealing and whaling, but later logging, gold mining, and pastoral farming became important local industries as the region developed. Pastoral farming remained a mainstay of the economy up until recently with viticulture now dominating land use. Today Marlborough is one of the southern hemisphere's most important wine growing regions. With the wine industry, an increasing focus on tourism has also developed, and the natural beauty of the Marlborough Sounds provides an ideal environment for eco-tourism, along with other parts of the region.

At the 2013 census the permanent regional population stood at 43416 up from 42,549 in 2006. By far the largest proportion of the population lives in Blenheim, with a population of 29,292. Other towns include Picton (serviced by Queen Charlotte College), Havelock, Seddon, Ward, Renwick and Wairau Valley. The permanent population is expanded considerably by seasonal workers employed in the region's vineyards.

Marlborough Boys' College is a school that has undergone major change since 2009. Since the start of 2010 the school has:

- Repaid a \$1.3m loan to the MOE.
- Appointed a new principal and had major changes to personnel in senior management, heads of faculties, deans and guidance.
- Been supported greatly by the community in general and the PTA, Old Boys' Association and the recently created Marlborough College Charitable Foundation in particular.
- Continued to have outstanding sporting and arts successes.
- Increased its ability to identify and support students with specific learnings needs.
- Raised academic achievement considerably. See <http://www.ero.govt.nz/review-reports/marlborough-boys-college-30-05-2016/#1-context> for the latest ERO Report.

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 Statements.
4. Developing, for the school, policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.

Marlborough Boys' College and Cultural Diversity

Recognising New Zealand's cultural diversity

Marlborough Boys' College has policies, programmes and procedures in place to reflect the cultural diversity of New Zealand and the unique position of Maori.

All cultures within the school are valued, accepted and celebrated through active encouragement of an inclusive school culture and values. The expectation is that all staff members will ensure that students from all cultures are treated with respect and dignity, and actively work towards maximising the potential of each student irrespective of cultural backgrounds.

The Unique Position of the Maori 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 Maori in full year programmes.
- Curriculum has been developed to support “Maori to achieve as Maori” e.g. Te Waharoa course.
- Since 2016 all year 9 students study Te Reo/Tikanga as part of their compulsory curriculum.
- All staff and students will be exposed to opportunities to experience Tikanga Maori (Maori protocol and culture).
 - Tikanga Maori is part of MBC culture – “what we do around here” i.e. powhiri for new students and staff at the start of the year, blessing of new buildings, signage in Maori, displays of Maori art work and Haka as part of school Prizegivings and beginning of sporting events.
 - Professional development has centred on developing a greater understanding of Te Reo and Tikanga Maori and teaching that has a cultural responsive and relational focus.

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

- A Maori parent has been co-opted as a Board of Trustees member.
- Communication with Maori occurs on top of existing school processes.
- Whanau hui.
- Maori parent and iwi representatives co-opted onto Maori Action Group (MAG).
- Consultation occurs through whanau hui and formal and informal meetings with representatives of local iwi.

2. Mission Statement

Inspiring and educating the young men of Marlborough to fulfil their potential.

3. Values Statement

Young Men of Marlborough strive to be:

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

4. Vision Statement

To create for the young men of Marlborough an inspirational learning environment in which high expectations exist in all endeavours.

5. Strategic/Charter Goals 2016 - 18

- a) 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.
- b) To raise expectations and achievement for all; with a focus on priority learners including Maori, Pasifika and students with special education needs.
- c) To increase participation and raise achievement in the Arts, Sport and Leadership.
- d) To consolidate a culture of continuous improvement through self-review across all aspects of activity.
- e) To effectively manage the school's assets.
- f) To have positive relationships with our community for the mutual benefit of all.
- g) To plan for a seamless transfer to a new site in 2021 with inspirational learning environments 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 the existing 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 f) 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 Goals c, d, e, f ceased in 2017 as they were regarded as "business as usual" – policies and procedures where now in place for them to be ongoing. Action Plans for Goals c), d), e), and f) still exist but the critical strategic focus and reporting to the Board in 2017 is centred on goals a), b) and g).



Marlborough Boys' College

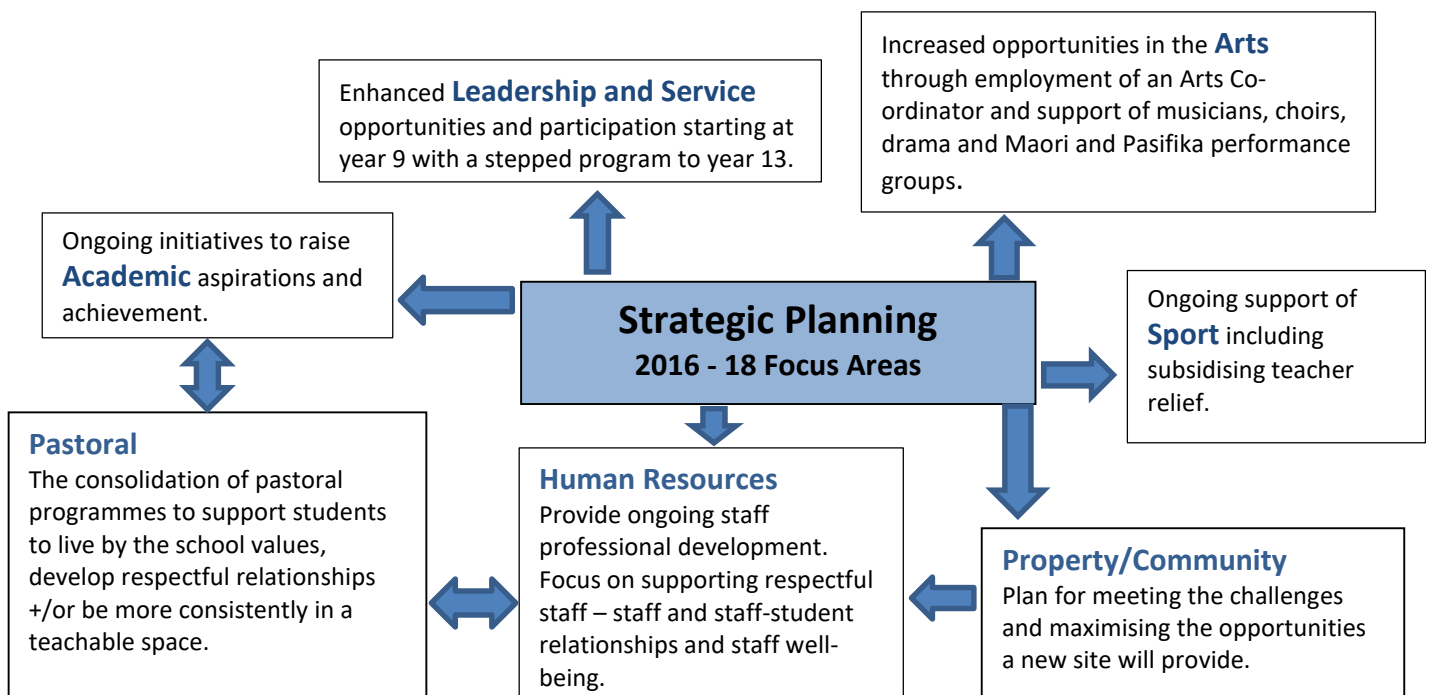
2017 Strategic Planning Focus Areas

“To create for the young men of Marlborough an inspirational learning environment in which high expectations exist in all endeavours”.

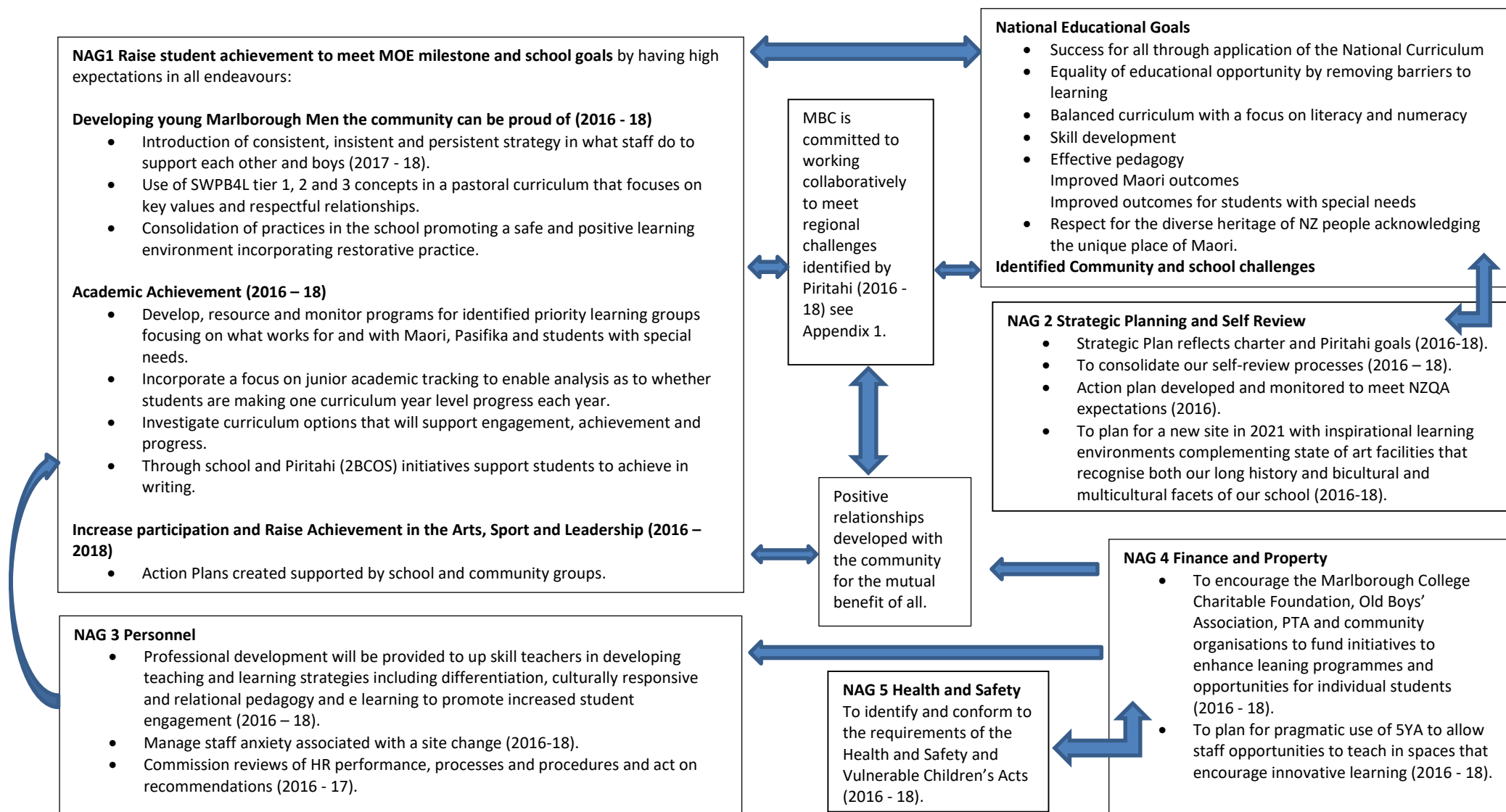


- ✓ Respectful
- ✓ Responsible
- ✓ Involved
- ✓ Proud
- ✓ The best we can be

Identified Focus Areas



Marlborough Boys' College Strategic Plan 2016-18



2017 – 2019 Key Strategic Goals and Objectives

Supporting documentation is hyperlinked to internal MBC specific working action plans. PDF copies available to others upon request email office@mbc.school.nz

2017 – 19 Strategic Focus a) To provide a safe and positive learning environment with a focus on school values especially pride and respect, restorative practices and using data to inform practice.			
2017 Annual Objectives	Supporting Documentation	2018 Annual Objectives	2019 Annual Objectives
(i.) Introduction of consistent, insistent and persistent strategy in what staff do to support each other and our boys.	2017 Annual PB4L, Restorative and Kia Eke Panuku Alignment Group Plan	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.
(ii.) 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.
(iii.) Reduce truancy rate to 8% or lower.		Reduce truancy rate to 7% or lower.	Reduce truancy rate to 6% or lower.
(v.) Staff satisfaction surveys show improvement from 2016 baseline data. Baseline student satisfaction data collected.		Staff and student data shows improved satisfaction levels from baseline figures.	Staff and student data shows improved satisfaction levels from baseline figures.
2017 – 19 Strategic Focus (b) To raise expectations and academic achievement for all students, with a focus on priority learners			
2017 Annual Objectives	Supporting Documentation	2018 Annual Objectives	2019 Annual Objectives
(vi.) Develop and provide support and monitoring programmes for specific target groups in the school.	Maori Achievement Plan Junior Academic Tracking Plan Pasifika Achievement Plan GATE and Scholarship and Endorsement Plan Year 12 Priority Group Plan	Consolidation of support and monitoring programmes for specific target groups in the school.	Consolidation of support and monitoring programmes for specific target groups in the school.
(vii.) To introduce a trial monitoring and support programme for identified Year 9 Maori students with a goal of accelerating progress by more than 1 curriculum level each year to enable them to be working at Level 5 of the NZ Curriculum by the end of Year 10.	Junior Academic Tracking Plan	To extend the 2017 trial to accelerate the progress of year 9 and Year 10 students who with support and monitoring could improve by more than 1 curriculum level each year and be working at Level 5 of the NZ Curriculum by the end of Year 10.	Consolidate the 2018 programme to accelerate the progress of year 9 and Year 10 students who with support and monitoring could improve by more than 1 curriculum level each year and be working at Level 5 of the NZ Curriculum by the end of Year 10.

(viii.) All staff will utilise the Teacher as Inquiry model to analyse in depth one aspect of teaching best practice with differentiation and/or cultural responsive and relational pedagogy and/or boys writing as the major focuses.	Academic Achievement Plan	Consolidation of the Teacher as Inquiry model to analyse in depth one aspect of teaching best practice with differentiation and/or cultural responsive and relational pedagogy and/or boys writing as the major focuses.	Consolidation of the Teacher as Inquiry model to analyse in depth one aspect of teaching best practice.
(ix.) Provide opportunities for staff to be supported through an observation /feedback /shadow coach programme supported by templates on culturally responsive and relational pedagogy and PB4L concepts.	Maori Achievement Plan	Consolidate an observation /feedback /shadow coach programme on culturally responsive and relational pedagogy.	Embed an observation /feedback /shadow coach programme on culturally responsive and relational pedagogy.
(x.) Work collaboratively with the Piritahi Community of Learning and MGC to improve progress in writing through the introduction of “Write that Essay” at Year 9.	Piritahi Plan	Continue to work collaboratively with the Piritahi to progress writing by introducing “Write that Essay” programme beyond year 9.	Work collaboratively with the Piritahi to sustain progress in writing by consolidating “Write that Essay” programme throughout the school.
2017 – 19 Strategic Focus (g) To plan for a seamless transfer to a new site in 2021 with inspirational learning environments complementing state of art facilities that recognise our long history, bicultural and multicultural facets of our school			
• 2017 Annual Objectives	Supporting Documentation	2018 Annual Objectives	2019 Annual Objectives
(xi.) Develop co-location and education briefs (including a vision for learning) to inform the development of Marlborough Boys’ and Marlborough Girls’ Colleges on 1 site.	Planning for co-location on a new site Action Plan	Work with Marlborough Girls’ College, the Ministry of Education and architects to align systems and structures to ensure that co-location opportunities and aspirations are realised.	Support staff, students and the community with the change management requirements that arise from the co-location opportunity

Annual Plan and Targets

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 1: Reduce truancy rate to 8%.
- Target 2: Staff satisfaction surveys show improvement from 2016 baseline data.

2017 Action Plan supporting target

- [2017 Annual PB4L, Restorative and Kia Eke Panuku Alignment Group Plan](#)

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 1: Wine school to open in 2018.
- Target 2: (80% of Maori students – *numbers identified following testing*) who have been identified as operating close to curriculum level expectations on entry to year 9 will have accelerated their achievement by more than 1 year in 2017.
- Target 3: 80% (15 of 19 students) of Te Waharoa students will pass 20+ credits at their respective level 1-3 levels.
- Target 4: 70% (11 of 16 students) of students sitting NCEA in dance will pass appropriate NCEA level credits.
- Target 5: 60% (11 of 18 students) identified as at risk based on their level 1 results will gain NCEA level 2.

2017 Action Plans supporting target

- [Academic Achievement Plan](#)
- [Maori Achievement Plan](#)
- [Junior Academic Tracking Plan](#)
- [Pasifika Achievement Plan](#)
- [GATE and Scholarship and Endorsement Plan](#)

Strategic Goal: To plan for a seamless transfer to a new site in 2021 with inspirational learning environments complementing state of art facilities that recognise both our long history and bicultural and multicultural facets of our school.

- Target 1: Co-location and MBC Education Briefs will be submitted to the Ministry of Education by Nov 31.
- Target 2: Key staff experience and undertake inquiry into innovative teaching and learning approaches/environments.

2017 Action Plans supporting target

- [Planning for co-location on a new site Action Plan](#)



Appendix 1

Piritahi Community of Learning

Whiria nga tahi nga ākongā

Weave Learners together

<p>Vision Learners collaborating for success.</p>	<p>We Value</p> <ul style="list-style-type: none"> • Relationships - networks of mutual trust • Respect - for all • Achievement - for all 	
<p>Our actions</p> <ul style="list-style-type: none"> • Innovating 'next' practice. • 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 	<p>Achievement Challenge – Writing</p> <ul style="list-style-type: none"> • To reduce the number of students not reaching the standard in writing to 467 or less by the end of 2017. • To reduce the number of Maori students not reaching the standard to 78 or less by the end of 2017. • To reduce the number of Pasifika students not reaching the standard to 20 or less by the end of 2017. 	
<p>Learning</p> <ul style="list-style-type: none"> • Identify target groups • Baseline data is collected by the end of week 4 • Progress is analysed on a termly basis for collation by the CoL 	<p>Teaching</p> <ul style="list-style-type: none"> • Moderation tools and systems across school / Col are embedded • Spirals of Inquiry commissioned re achievement challenge 	<p>Community</p> <ul style="list-style-type: none"> • Promotion of writing to school community • Engagement with whānau and aiga in writing
<p>Leading</p> <ul style="list-style-type: none"> • Develop leadership capability in evaluation and inquiry to sustain improvement and innovation • Continue to grow effective and collaborative relationships 		