



Marlborough Boys' College
Te Kāreti Taitama o Wairau
School Charter
Strategic and Annual Plan for
2023 – 2025



Marlborough Boys' College 2023 - 2025
Introductory Section - Strategic Intentions

Quality Education	<p>Kia whai hua mō tō tātou hapori ākongā. Embracing opportunities for our community of learners.</p>
Vision	<p>Kia whakamanawa, kia whakamana i tō tātou hapori ako. To inspire and empower our learning community to be the best they can be.</p>
Values	<p>Whakanui – Respect Wakauru – Involvement Kawenga – Responsibility Whakahī – Pride</p>
Ako Principles for our Graduate Profile	<p>Tū Rangatira – Leadership Kaihanga Rerekētanga - Innovators Kaiwhakatere – Navigators Ngā Ako Ora – Lifelong Learners</p>
Māori Dimensions and Cultural Diversity	<p>Manaakitanga – Whanaungatanga – Kotahitanga – Rangatiratanga Ngā Kōrero Tuku Iho.pdf  Nga Kawatau me nga Tumanakotanga o Te Tauihu FINAL 370dbcff58.pdf</p>

Our Strategic Goals

Our Strategic Goals	Our Initiatives	Our Success
<p>Hauora</p> <p>Develop a culture of belonging and engagement for all stakeholders with a focus on wellbeing.</p>	<ul style="list-style-type: none"> • RIPR values • Mātauranga Māori • Niho Taniwha • Innovative uses of space and technology • Options in learning • Local Curriculum 	<ul style="list-style-type: none"> • Connected to our community / have a sense of purpose • Opportunities to learn from and with the community • Opportunities to bring what they know/see themselves in their learning • Student choice – what / where / how they learn and when / how they are assessed • Whānau teachers as mentors/ success • Developing relationships ākongā/kaiako via vertical whānau, house system syndicates. • House and whole activities • Celebrating involvement and success
<p>Being the best we can be?</p> <p>Ākongā are given an equitable opportunity to excel in their learning</p>	<ul style="list-style-type: none"> • Learners at the centre – kaiako collaboration; connected/integrated learning; co-construction hui • 'Navigator' skills through whānau programme – data-driven support and pathways • Whānau involvement in the learning journey of ākongā • Starting data, progress checks and interventions - Achievement targets • Audit Schemes of work – curriculum review Plan learning opportunities • PD – new ways of teaching/learning, UDL, Mātauranga Māori, • Niho Taniwha • Engagement with students, whānau, community in developing the GP/ programmes 	<ul style="list-style-type: none"> • Develop a cohesive approach to learners in teacher teams • Measure the progress of students across the curriculum (not just under faculty areas) • Curriculum supports ākongā success in their learning journey. • Develop the graduate profile to incorporate student, whānau, kaiako, and community voice • Programmes of work that build teaching and learning opportunities aligned to develop values and competencies in the graduate profile

Te Rei Puta o Te Hau

Kia whakamanawa, kia whakamana i tō tātou hapori ako. To inspire and empower our learning community to be the best they can be.




Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2023 – 2025
Students' Learning	<p>Review & develop our Graduate Profile.</p> <p>Improve our Teaching & Learning for ākongā Māori.</p>	<ul style="list-style-type: none"> • Share draft Graduate Profile with BoT Term 1. • Whole School Staff Professional Development – Niho Taniwha – Improving Teaching & Learning for ākongā Māori. Regional PLD Programme 2023.
Student Engagement	<p>Review and develop our senior programmes – Semester 1 & 2.</p> <p>Survey junior & senior students on their 2023 learning journey at MBC.</p> <p>Embedding our cultural aspirations of our Whānau Hapū and Iwi</p>	<ul style="list-style-type: none"> • Senior Course Selection 2023 • Term 4 Survey • Ngā Kōrero Tukuiho • Ngā Kawatau me ngā Tumanakotanga o Te Tauihu - The Aspirations and Expectations of Te Tauihu
School Organisation and Structures	<p>Tuakana – Teina Whānau structure 2022.</p> <p>Preparation for Māori Immersion – TTOW.</p> <p>Review and investigate possible future BOT Governance structures.</p>	<ul style="list-style-type: none"> • Analysis of pastoral information by categories; tracking trends, both positive and negative. What difference is our Tuakana – Teina Whānau structure having in 2023? • Engage with MGC BOT and the Ministry of Education to investigate the process and future possible governance options
Personnel	<p>To provide ongoing staff professional development with a focus on relational and culturally responsive strategies and initiatives.</p>	<p style="text-align: center;">WHAKATAUĀKĪ</p> <p>Ka hihiri ahau, ka WHAI. Ka wānanga ahau, Ko AKO. Ka haratu ahau, ka MAU. Ka huritao ahau, Ka TIPU. Ko ngā tapa o niho taniwha, ko ngā tapa o taku whare mātauranga.</p> <p>When I perk up, I CLOSE IN. When I deliberate, I LEARN. When I refine, I GRASP. When I reflect, I GROW. The edges of niho taniwha shape my education.</p>

Property	TTOW – Maximising our new opportunities as we move to a co-location.	<ul style="list-style-type: none"> To maintain our current facilities to ensure that they are safe and functional.
Finance	Partnership with MBC networks to fund initiatives that add value to our learning programmes and facilities. Explore alternative revenue streams and providers for non-SPG facilities within TTOW.	<ul style="list-style-type: none"> To seek and engage with Marlborough College Charitable Foundation, Old Boys' Association, PTA and community organisations to contribute to initiatives, events and projects that add value to our learning programmes and enable our young men to be the best they can be! Explore having non-SPG facilities included in the Master Planning Phase.
Mātauranga Toi Arts	Provide increased opportunities and ongoing participation in Mātauranga Toi – Arts .	<ul style="list-style-type: none"> A combined MBC & MGC stage production. Arts expo to lift the profile and involvement of what our students can get involved in. Discover a new passion.
Tū Rangatira – Ratonga Leadership & Service	To enhance and develop Tū Rangatira – Ratonga from Year 9 through to Year 13.	<ul style="list-style-type: none"> Review and widen the lens of leadership. – Tū Rangatira. Mātauranga Māori with the inclusion of Māu Rakau.
Hākinakina Sport	To provide increased opportunities in Hākinakina -Sport. To provide greater support to coaches and managers.	<ul style="list-style-type: none"> How We Fly – An initiative to bring as many of our sporting codes under the kaupapa of Nau mai ki te Kāinga o Ngā Kārearea – Welcome to the Home of the Falcons. Growth, retention and recruitment of players, coaches, volunteers and managers.

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2023 - 2025
Students' Learning	<p>Review & develop our Graduate Profile.</p> <p>Improve our Teaching & Learning for ākongā Māori.</p>	<ul style="list-style-type: none"> • Met Our Graduate Profile has been shared with our BOT. This has also been included as part of our confirmed ERO Profile. • https://ero.govt.nz/institution/288/marlborough-boys-college • Not fully met yet We have engaged with our Kahui Ako and have been approved 150 PLD hrs for 2024. In Term 4 we undertook PLD for all support and teaching staff. Niho Taniwha is a major PLD focus in 2024.
Student Engagement	<p>Review and develop our senior programmes – Semester 1 & 2.</p> <p>Survey junior and senior students on their 2023.</p> <p>Learning journey at MBC Embedding our cultural aspirations of our Whānau Hapū and Iwi.</p>	<ul style="list-style-type: none"> • Not fully met yet We have endeavoured to solve a number of timetable clashes that are disadvantaging some students from taking full-year courses. • Met The Year 10 Health Programme was increased by two lessons per week. • Met Senior and junior students completed the NZCER Wellbeing Survey in 2023. Our wellbeing committee will focus on 3-4 key areas to improve over the course of the 2024 academic year. • Not fully met yet We have introduced the culturally responsive pedagogy of Whai, Ako, Mau & Tipu in Term 4. This will need further support and development in 2024. <div style="text-align: center; margin-top: 20px;">  </div>
School Organisation and Structures	Tuakana – Teina Whānau structure 2022.	<ul style="list-style-type: none"> • Met This has been fully implemented across the school. Our Tuakana – Teina House Model has contributed to a more whānau friendly environment for ākongā and whānau.

	<p>Preparation for Māori Immersion - TTOW.</p> <p>Review and investigate possible future BOT governance structures.</p>	<ul style="list-style-type: none"> • Not yet met The Government's decision to stop TTOW will impact on how Māori Immersion may be achieved. • Not met The Government's decision to stop TTOW will enforce a review of Governance structures.
Personnel	To provide ongoing staff professional development with a focus on relational and culturally responsive strategies and initiatives.	<ul style="list-style-type: none"> • Not fully met yet - We have introduced the culturally responsive pedagogy of Whai, Ako, Mau & Tipu in Term 4. This will need further support and development in 2024.
Finance	<p>Partnership with MBC networks to fund initiatives that add value to our learning programmes and facilities.</p> <p>Explore alternative revenue streams and providers for non-SPG facilities within TTOW.</p>	<ul style="list-style-type: none"> • Not met yet There is ongoing exploration of building these relationships and possible funding opportunities.
Mātauranga Toi Arts	Provide increased opportunities and ongoing participation in Mātauranga Toi – Arts.	<ul style="list-style-type: none"> • Met - We have had a number of successful initiatives from our pilot Māori Carving Programme, building stronger relationships with our manawhenua and local iwi.
Hākinakina Sport	<p>To provide increased opportunities in Hākinakina -Sport.</p> <p>To provide greater support to coaches and managers.</p>	<ul style="list-style-type: none"> • Met & Ongoing • 48% of our ākonga were involved in playing sport in 2022. • 62% of our ākonga were involved in playing sport in 2023.
Tū Rangatira – Ratonga Leadership & Service	To enhance and develop Tū Rangatira – Ratonga from Year 9 through to Year 13.	<ul style="list-style-type: none"> • Not met yet We have had some initial discussions about increasing the number of Māori and Pasifika students being considered for leadership positions at MBC. We will continue to challenge and broaden our selection criteria to encompass cultural diversity of the student population.

Other 2023 Key Improvement Strategies to Achieve Strategic Vision



[English HOF report 2023.pdf](#)



[Arts + Digital Technologies Annual Report 2023.pdf](#)



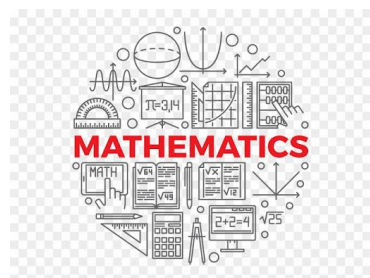
[Physical Education & Health Annual Report 2023.pdf](#)

Te Reo Māori

Ao Haka



[Te Ao Māori Annual report 2023.pdf](#)



[Mathematics Annual Report 2023.pdf](#)

Social Science



[Social Science Annual Report 2023.pdf](#)

Technology



[Technology Annual Report 2023.pdf](#)



[Science Annual Report 2023.pdf](#)



Marlborough Boys' College - Te Kāreti Taitama o Wairau Annual Plan 2024

Improvement Plan Mātauranga Māori (LEADER OF LEARNING TE AO MĀORI, TUMUAKI, DDE, KEJ, KES)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target To increase the curriculum content that is Mātauranga Māori.	
Baseline Data and Target Faculty All faculties to share how they will celebrate and include Matariki in 2024.			
Key Improvement Strategies HoFs to lead and provide ideas and suggestions. Sharing best practice with other staff.			
When	What	Who	Indicators of Progress
Term 1	Mātauranga Māori content included into programmes of learning.	Leader Of Learning Te Ao Māori + Tumuaki	By the end of Term 1 HoF's will share best practice examples from the learning area.
Term 2	Staff & Students to unveil school Porowhita. Tū Rangatira, Kaiwhakatere, Kaihanga Rerekētanga, ākonga Taumano.	Leader Of Learning Te Ao Māori + Tumuaki	By the end of Term 2 Community ceremony to promote our Graduate Profile, including our school RIPR values.
Term 3	All classes have experienced a related EOTC with a Mātauranga Māori focus.	Leader Of Learning Te Ao Māori + Tumuaki	By the end of Term 3 All ākonga will have visited a place or site of importance.
Term 4	Students will be provided with a survey around their experience and engagement in topic, event or EOTC.	Leader Of Learning Te Ao Māori + Tumuaki	By the end of Term 4 Listening to student voice. Are they enjoying and engaging more with their learning journey?
Monitoring Tumuaki & Leader of Learning, Te Ao Māori to provide an end-of-term summary.			
Resourcing Schoolwide PLD Niho Taniwha providing 150 hrs of support for MBC.			



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Improvement Plan Niho Taniwha (Tumuaki, Leader of Learning Te Ao Māori)			
School Strategic Learning Goal Hauora: Develop a culture of belonging and engagement for all stakeholders with a focus on wellbeing.		School Annual Learning Target To be able to measure our progress implementing Niho Taniwha using the Arotake Whaiaro framework with the aspirations of iwi (Ngā Kawatau & Ngā Kōrero Tuku Iho).	
Baseline Data and Target Faculty Establish Arotake Whaiaro to create and measure outcomes that lift ākongā Māori achievement and meet the aspirations of iwi. Understand and improve knowledge and practice of cultural responsibility and relational practice.			
Key Improvement Strategies By the end of 2024 we understand and have established Arotake Whaiaro in all faculties and school processes that impact on ākongā Māori. Use Niho Taniwha, Arotake Whaiaro framework to measure progress.			
When	What	Who	Indicators of Progress
Term 1 & Term 2; Term 3 & 4	Understand Arotake Whaiaro and improve understanding of cultural responsibility and relational practice; Term 3 & 4 create baseline measures using Arotake Whaiaro.	HoF; Deans; SLT	By the end of Term 2 leaders will receive PLD to understand Arotake Whaiaro and improve their understanding of cultural responsibility and relational practice and will have identified three key areas to measure progress in Term 3 & Term 4 within their areas of responsibility and Faculties.
Term 1 & Term 2; Term 3 & 4	Understand Arotake Whaiaro and improve understanding of cultural responsibility and relational practice; Term 3 & 4 report against baseline measures established by leaders using Arotake Whaiaro.	Kaiako	During Term 1 & 2 teachers will receive PLD to understand Arotake Whaiaro, improve their understanding of cultural responsibility and relational practice, and will report against Faculty Arotake Whaiaro measures in Term 3 and Term 4.
Term 3 & 4	Ākongā Māori experience a stronger sense of belonging as Māori and know the school values their culture.		During Term 3 & 4 ākongā Māori will experience a stronger sense of belonging to the school as Māori and will know their culture is valued at the school.
Monitoring Review and alter the plan term-by-term to respond to changes. Faculty reporting via Arotake Whaiaro on activities aligned to Niho Taniwha and Ngā Kawatau / Ngā Kōrero Tuku Iho.			
Resourcing Niho Taniwha PLD - hui with MAG / SLT / Board of Trustees; ToD with all staff.			



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Improvement Plan Innovative use of Space & Technology (Deputy Principal & PAR)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target To increase the ways that technology (and space) efficiently and equitably augment, modify, and redefine teaching and learning at the college.	
Baseline Data and Target Faculty Significant 'off task' use of student devices. Curriculum programmes that don't routinely use technology to augment, modify or redefine learning. Learning spaces that were not designed for 21 st Century learning.			
Key Improvement Strategies Determining the existing best practice uses of What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; and routines that need changing.			
When	What	Who	Indicators of Progress
Start T1	Enforce mobile phone ' <i>away for the day</i> '	All Staff	By the end of Term 1 Mobile phones are not visible across the campus and in classrooms -which increases student social interactions.
Mid T1	Introduce use of Linewize/classwize to support greater visibility and control over what students can access using the internet.	All Staff	By the end of Term 2 Teachers will have increased confidence that student use of devices supports 'on-task' learning.
Term 2	" <i>Recycle a device</i> " Deputy Principal to establish.	Deputy Principal HEM	By the end of Term 2 Ākonga will have increased opportunities to develop their computer repair skills.
Term 3	Recycled devices rolled out to students.	Deputy Principal HEM	By the end of Term 3 Hardship students can benefit from access to recycled laptops that they can effectively 'own', reducing home learning barriers.
	Review of technology teaching programmes completed.	PAR	Technology programmes for 2025/26 reflect the local and NZ curriculum aspirations.
	The property remediation plan maximizes opportunities to provide an improved learning environment for our ākonga.		
Monitoring Deputy Principal review and alter the plan term-by-term to respond to changes.			
Resourcing			



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Improvement Plan Local Curriculum (Tumuaki, Deputy Principal ATN)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target Launch and embed our Graduate profile and continue to deliver on the community aspirations for learning.	
When	What	Who	Indicators of Progress
Term 1	Curriculum change group draft models for our 2026 curriculum.	Deputy Principal ATN	By the end of Term 1, draft models are presented to staff for discussion.
Term 1	Staff increasingly embed opportunities for local curriculum delivery within programmes/curriculum refresh etc.		By the end of Term 1 staff will be able to demonstrate how they have designed local curriculum into a unit of work.
Term 2	Graduate Profile finalised and the plan developed to ensure staff and students fully understand the concepts & porowhita.		By the end of Term 2 we will have celebrated and rebranded our school values in and around the school.
	Local industry community connections strengthened to support increasing relevance of curriculum offering/delivery.		By the end of Term 3, we will have accessed further support from industry and community to increase the programmes of learning we can offer at MBC.
Monitoring Review and alter the plan term-by-term to respond to changes.			
Resourcing			



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Improvement Plan Pasifika Values Framework – (Assistant Principal RTU, RAK)			
School Strategic Learning Goal Hauora – Being the Best We Can Be.		School Annual Learning Target Increase overall NCEA pass rates for NCEA - L1 85%, L2 85%, L3 85%.	
Baseline Data and Target Faculty Historically Pasifika NCEA results have been below the National average consistently. We would like to target all faculties with PLD that teach Pasifika students.			
Key Improvement Strategies Building a knowledge base for our families on how to support the learning of their child. Developing teacher understanding on how to best teach Pasifika learners. Addressing key systemic structures that hinder the progress of Pasifika learners e.g. course selection and future pathway opportunities.			
When	What	Who	Indicators of Progress
Term 1 29/01	Pasifika Workshop Action Plan for Pacific Education 2020-2030	MOE	By the end of Term 2, teachers will be able to identify key principles of the Action Plan for Pacific Education 2020-2030.
Term 1 29/02	NCEA ma le Pasifika workshop.	NZQA	By the end of Term 1, communication with our Pasifika school community about how NCEA works will be delivered to raise student achievement and caregiver awareness of NCEA.
Term 2	NCEA Check-in	TATs RTU RAK	Connect with students, Whānau teachers, Deans, and individual subject teachers to monitor student course progress.
Term 3	NCEA Check-in	TATs RTU RAK	Connect with students, Whānau teachers, Deans, and individual subject teachers to monitor student course progress.
Monitoring Review key markers through the year relating to student progress. Courses entered for, literacy and numeracy opportunities, tertiary pathway opportunities, and NCEA end-of-year results. Parent communication and fono to monitor student progress. Developing further connections with outside agencies – funding, IP, and pathways.			
Resourcing Budget for Performing Arts, Teacher, and Support Staff assistance.			



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Improvement Plan Numeracy & Literacy - Junior (ATN, KOP, MLJ)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target 90% of Year 11 learners have Numeracy and Literacy.	
Baseline data and Target Faculty 90% of Year 11 pass the Numeracy CAA At least 60% of Year 10 pass Numeracy; at least 55% of Year 10 pass Writing, 60% pass Reading.			
Key Improvement Strategies Numeracy: Te Mataiaho PD for the department, this includes numeracy strategies for students. Opportunities to make progress in Numeracy are delivered across all curricula.			
When	What	Who	Indicators of Progress
Term 1	PD Te Mataiaho Year 11 - Updated IOE1/2 programme for Yr11/12. Junior - Math's programme covers all strands of Numeracy and classes will be consistent with one teacher for the year. Numeracy and Literacy strategies shared at HOF and faculty (all curriculum areas).	NZQA Maths faculty Maths faculty All staff, literacy WSL	By the end of Term 1 staff will be familiar with the new rollout and how content will be assessed. IOE will be preparing students for Numeracy assessment. E-asTTle testing will determine which students are ready for assessment (by 1 April). Students will experience learning Numeracy and Literacy in context of different learning areas.
Term 2	Year 11 - Individualised programmes in IOE1/2. Junior – deliberate teaching of Numeracy and assessment of Literacy across learning areas.	HIR All staff	More students will have gained their Numeracy by the end of Term 2. Student feedback – confidence about readiness and experience of Numeracy in across their learning. English faculty confident from range of assessment to identify cohort of about 110 Year 10 students ready for the assessment (at 5b for Num) - sit the May exam.
Term 3	Year 11 - Continuation of individualised programs in IOE1/2 and MAT1. Junior – deliberate teaching of Numeracy and assessment of Literacy across learning areas.	Maths faculty All staff	By mid-Term 3, students will be better equipped and prepared for the second opportunity in 2024 to sit Numeracy CAA Cohort of students ready for the assessment sit/ resit the September exam.
Term 4	Plan a programme of support for students yet to sit or pass Numeracy CAA through 2024-25.	NZQA	By the end of Term 4 90% of Year 11 students should have Numeracy; at least 60% of Year 10 pass. NUM Yr 10 group will have a 2-year plan for numeracy.
Monitoring -Students' progress will be monitored by Deans ATN, KIA, HIR and KOP			
Resourcing			



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Improvement Plan Achievement with Endorsement (ATN, KIA)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target Endorsement at EQI equivalent.	
Baseline data and Target Faculty Aspirational targets at EQI level: L1 E 12%, L1 M 29% L2 E 12%, L2 M 20% L3 E 12%, L2 M 22%			
Key Improvement Strategies All staff support boys to be 'the best they can be' - raise aspirations from 'I have passed'. Teachers in faculties specifically teach A/M/E requirements; Whānau teachers raise aspiration and competitiveness at Whānau time and tracking conversations.			
When	What	Who	Indicators of Progress
Term 1	Identify Year 12/13 students who endorsed in 2023 and those that missed narrowly. Identify Year 11 who could aspire to gain endorsement.	KIA/ATN	By the end of Term 1 Learning Conversations with Whānau teacher include goals set for endorsement. Staff aware of students. Deliberate teaching points re: A/M/E Whānau communicated with.
Term 2	Monitor identified students.	KIA/ATN/WT	By the end of Term 2 Learning Conversation and tracking of progress at Academic Dean and Whānau teacher level (student-led).
Term 3	DGE prep assembly. Monitor identified students.	KIA/ATN/WT	Identify A/M/E learning in subject areas. By the end of Term 3 Learning Conversation and tracking of progress at Academic Dean and Whānau teacher level (student-led). Progress plan made if needed.
Term 4	Monitor identified students.	KIA/ATN/WT	By the end of Term 4 Learning Conversation and tracking of progress at Academic Dean and Whānau teacher level (student-led). Progress plan made if needed.
Monitoring Deputy Principal ATN reviews and alters the plan term-by-term to respond to changes.			
Resourcing			



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Improvement Plan for Positive Behaviour for Learning PB4L (HJO)			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target Every student is aware of the "RIPR" values. Begin to implement Te Reo names for the values. All three TFI scores to be above 85%.	
Baseline data and Target Faculty Tier 1 and Tier 2 fidelity report completed at the end of 2023 links to data below: Self-review TFI Tier 1 MBC 2023 - Self review TFI Tier 2 MBC 2023 - Self review Historical data TFI Marlborough Boys College.xlsx			
Key Improvement Strategies Establish a working PB4L group, including students. Regular reporting to the group on behaviours. Implement values lessons through extended WT.			
When	What	Who	Indicators of Progress
End of Term 1	Establish PB4L working group.	DUJ MAH	By the end of Term 1 PB4L group will be established. Roles in the group to be sorted. Share TFI data with the Pb4L team and unpack.
End of Term 2	Establish a reward system for the school and have school wide Falcon of the Fortnight.	DUJ HoFs PB4L team	Begin to track data in KAMAR for Falcon of Fortnight. Draft of new posters regarding values.
End of Term 3	Values posters	PB4L team	New posters up around school.
End of Term 4	TFI to be completed by PB4L liaison.	PB4L team	Compare data from last year to see if we have hit our targets.
Monitoring Ongoing monitoring of key behaviours (Attendance/stand downs/pastoral data).			
Resourcing PB4L team, PD for Tier 1 and Tier 2 team. Rewards for students displaying values.			



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Improvement Plan for RIPR Values - Respect • Involvement • Pride • Responsibility (HJO)			
School Strategic Learning Goal Hauora - Being the Best We Can Be		School Annual Learning Target To increase student understanding of how meeting our RIPR values will help students be the best they can be.	
Baseline Data and Target Faculty All faculties to share how they use the Values reporting; including how they are assessing and celebrating success in their faculty.			
Key Improvement Strategies HoFs to lead and provide ideas and suggestions. Sharing best practice with other staff. <i>Faculties share what they are doing to celebrate success.</i> <i>School-wide continuing with badge system – average 3 or more across each subject and have less than 5% unjustified attendance. Year 1 – Ara Tika badge, Year 2 – Silver badge, Year 3 – Gold badge, Year 4 - Capped.</i>			
When	What	Who	Indicators of Progress
Term 1	Faculties share at HOF level how they are assessing and using Values reporting.	HJO	By the end of Term 1 HoF's to provide a summary report to KEJ
Term 2	Faculties will share at HOF level how they are demonstrating/promoting/celebrating success with students going above and beyond.		By the end of Term 1- 4, teachers will... Know in their faculty how to celebrate success. Whānau teachers will be able to see in Kamar who is celebrated in each faculty.
Term 1	Acknowledging the efforts of students consistently displaying our RIPR Values via our award systems e.g. badges, certificates, capping.		By the end of Term 1 we will award recipients from the 2023 cohort with the RIPR awards.
Term 2	Analyse the data on Values reporting. What value is added by this reporting? Are teachers consistently entering data? How do families perceive this type of reporting?		By the end of Term 2, we need to look at the impact that this type of reporting is having on students and parents.
Monitoring HJO Review and alter the plan term-by-term to respond to changes.			
Resourcing <i>How much money and time is needed? Who will help us?</i>			



Marlborough Boys' College - Te Kāreti Taitama o Wairau Annual Plan 2024

2024 NCEA Improvement Plan

School Strategic Learning Goal

Hauora - Being the Best We Can Be.

School Annual Learning Target

To increase our participation and success rates at NCEA Levels 1 – 3.

The following targets have been set and will be shared with our whānau and community in our school newsletter. Our schoolwide expectations and annual plan will contribute to achieving these targets.

School Wide NCEA Results 2019 – 2023

	2019	2020	2021	2022	2023	22-23 difference	2024 %
Level 1	63.0	67.7	75.1	66.5	60.2	- 6.3	85
Level 2	67.7	82.7	76.1	76.0	72.5	- 3.5	85
Level 3	65.3	63.0	60.8	61.0	62.9	+ 1.9	85
UE	39.0	39.9	32.9	30.5	37.1	+ 6.6	40

Māori NCEA Results 2019 – 2023

	2019	2020	2021	2022	2023	22-23 difference	2024 %
Level 1	47.4	72.0	60.9	55.6	34.9	- 20.7	85
Level 2	63.8	70.0	66.7	73.3	53.6	- 19.7	85
Level 3	52.9	60.6	50.0	90.9	48.0	- 42.9	85
UE	5.9	36.4	23.1	18.2	20.0	+ 1.8	40

Pasifika NCEA Results 2019 – 2023

	2019	2020	2021	2022	2023	22-23 difference	2024 %
Level 1	53.3	52.9	23.1	47.1	33.3	- 13.8	85
Level 2	46.2	64.3	66.7	30.0	66.7	+ 36.7	85
Level 3		40.0	41.7	35.3	20.0	- 15.3	85
UE		20.0	16.7	17.6		- 17.6	40



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Improvement Plan NCEA 2024

- **Schoolwide**
- 90% Attendance
- < 10% Unjustified Absence
- NCEA Traffic Light Termly
- MBC Homework Club
- Support Network Whānau Teacher, Deans, HoF, Subject Teachers
- Exciting and Engaging lessons – Culturally Responsive
- Effective differentiated teaching and learning. What do we do?
- **Attendance + Attitude = Improved Achievement**

Improvement Plan NCEA 2024

- **Home**
- Support our Schoolwide goals around attendance.
- Does your son/whāngai have good homework and school routines?
- Attendance of all school meetings by whānau.
- Regular kōrero about school with a focus on progress, and solutions to challenges.
- Discussing the results of Values reporting.

Attendance Targets & Expectations

We know that a key driver in academic success is the importance of regular and consistent attendance. Our attendance target of 90% will only be achieved if we work together to ensure that we make every day count for our students here at Marlborough Boys' College. Our ākongā must develop strong habits around daily attendance at school.

We believe that with small incremental improvements across the attendance codes below, this is an achievable target for 2024.

Overall Attendance Rates 2023

	Justified Absences	Unjustified Absences	Intermittent Unjustified Absences	Students on Overseas Posting	Attendance Rate
Attendance Rate for School	10.5	4.8	2.0		82.4
Year 9	9.5	6.1	1.6		82.7
Year 10	11.1	6.0	1.9		80.8
Year 11	11.3	3.3	2.3		82.9
Year 12	10.4	3.1	2.7		83.6
Year 13	12.5	1.1	1.6		84.6



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National Education & Learning Priorities			
School Strategic Learning Goal Hauora - Being the Best We Can Be.		School Annual Learning Target 2024 Level 1 NCEA 85% Level 2 NCEA 85% Level 3 NCEA 85% University Entrance 40%	
NELP Objectives 1. Learners at the Centre 2. Barrier Free Access 3. Quality Teaching & Leadership 4. Future of Learning & Work 5. World Class Inclusive Public Education			
Key Improvement Strategies Our Tūāpapa - Foundations for Transformational Change are sourced from the following documents and resources. <ul style="list-style-type: none"> • Niho Taniwha – Improving Teaching & Learning for Ākonga Māori • Ngā Kawatau me ngā Tūmanakotanga o Te Taihu • Ngā Kōrero Tukuiho, Te Tātoru of Wairau Cultural Narratives • Ka Hikitia – Ka Hāpaitia 			
NELP Objectives	MBC Strategic Goals	Success Key	Rationale & Actions
2,3,4	Student Learning	Best Practice	Planning through a Māori Pedagogy & Framework
1,2,3	Student Engagement	Developing	Analysis of NZCER Survey Tuakana – Teina Survey
1	School Organisation and Structures	Developing	A move to a more whānau friendly House model in 2023
6,5,2	Personnel	Best Practice	An introduction to Whai, Ako, Mau and Tipu in 2023 - Matariki as our foci for 2024
7	Finance	Review	Increasing equity and removing barriers for ākonga
7	Mātauranga Toi	Review	Embracing mātauranga through the arts
2	Hākinakina	Developing	Te Whare Tapa Whā, establishing healthy attitudes and participation rates in sport and recreation
5	Tū Rangatira - Ratonga	Review	Increasing and growing our criteria of what leadership at MBC looks like
1, 2, 3, 4, 5, 6,7	ERO Improvement Plan	Best Practice	Our Improvement Plan is based on our MBC Graduate Profile
Monitoring Tumuaiki, Deputy Principal Curriculum			



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Whānau, Hapu, Iwi and Community Consultation

It should be noted that the level of engagement and consultation with our learning community was affected by the impacts of Covid-19. However, as of November 2023, the Marlborough Boys' College Board has attested to the following regulatory and legislative requirements which includes:

- Curriculum
- Management of Health, Safety and Welfare
- Personal Management
- Finance

The findings of our BAS audit, was published to the ERO website in 2024.

1. Pasifika and Māori feedback on pathways, results and whānau contact have determined our course of action for the 2024 academic year.
2. Community aspirations that we have as part of TTOW process helped determine the Graduate Profile.
3. Iwi aspirations that we have as part of Ngā Kawatau me ngā Tūmanakotanga o Te Taihu / Ngā Kōrero Tuku Iho have helped shape and determine our Graduate Profile.
4. 2022 and 2023 STEM equity data and NCEA results have highlighted the underperformance of Māori and Pasifika students, that is the rationale behind increased and targeted support, tracking, and monitoring of those students.
5. New Zealand Curriculum refresh – mātauranga Māori review of senior courses and local curriculum.
6. Hauora – wellbeing survey – related to tuakana/teina Whānau classes and having a kura that is a safe place for learning.

Monitoring Tumuaiki, Deputy Principal Curriculum