



**MOUNT ALBERT
GRAMMAR SCHOOL**
PER ANGSTA - AD AUGUSTA
FOUNDED 1922

2026 Annual Implementation Plan

Where we are at currently:

The Mount Albert Grammar School (MAGS) Strategic Plan 2023-2025 was reviewed and adapted to ensure the meeting of targets via our Annual Implementation Plans during that time period. Additionally, the Senior Leadership Team (SLT) applied regular review through a 'working document' slideshow that required monthly and term-by-term reflection and evaluation of progress.

From this process, it was found that the Strategic Plan 2023-2025 had been overly ambitious in the number of projects/initiatives being attempted. Therefore, the **Strategic Plan 2026-2028** is a 'refresh' that continues some of the previous plans intentions as well as re-prioritising some of those initiatives to be spread across the next 3-year period of implementation.

The 'refreshed' Strategic Plan draws on the previous plan's public consultation; current parent representation on the MAGS Board of Trustees, Rūnanga and Komiti Faufautua; and MAGS Foundation and Albertian representatives. A planning workshop by SLT and the BOT was facilitated by consultant Mark Vincent from 'Insight Plus'. From this process, ten key projects/initiatives/goals were identified for the new Strategic Plan. These projects were then presented to the whole MAGS staff for their 'prioritisation of importance' to guide the SLT and BOT in how best to implement the plan over the next three years.

Information on teaching and learning strategies:

The Strategic Plan 2026-2028 aims to meet the 'Government priorities for education' regarding the delivery of the new National Curriculum (with emphasis on reading/writing/maths and assessment) to lift all student academic achievement further, and address the needs of students whose needs have not yet been well met. At Mount Albert Grammar School we believe that a rigorous and knowledge-rich curriculum lays the best foundation for outstanding learning. Highly effective staff lead learning via explicit instruction based on Rosenshine's Principles of Instruction. Additionally, staff apply their knowledge from the past 2 years of a Professional Learning Programme based on in-depth workshops developed in-house on AFL and Cognitive Load Theory. Further strategies have also been developed within curriculum areas applying school-wide specific literacy strategies focussed on reading and writing. Specialist junior numeracy and literacy option courses have also been developed for students who are significantly behind, together with the provision of Y11 English and Y11/12 Maths courses specifically aligned to support success in the national CAA's.

Annual Implementation Plan 2026

A1: HIRANGA - EXCELLENCE - ensuring academic growth for all students through a refreshed curriculum and a rigorous approach to teaching and learning

Strategic Goal A1.1 Teaching: Understanding of a knowledge-rich & rigorous curriculum

A knowledge-rich curriculum is embedded that challenges and stretches each learner.

A curriculum designed with coherent pathways and a focus on literacy.

A curriculum delivered by proven pedagogical approaches (rigour).

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none"> • Synthesise MOE and other resources to define 'knowledge-rich' appropriately for MAGS context. Review Rosenshine's Principles and analyse links to cognitive load theory and AFL • Present staff-wide PD on MAGS understanding of knowledge-rich curriculum and rigorous pedagogy • Dept-level PD presented on AFL techniques identified as focus areas by SCT team observations in Term 1 • Ongoing embedding of agreed terms/definitions in new curriculum unit plans and documents • HOFs and curriculum leaders write new curriculum units of work making concepts evident as MOE releases new curriculum documents 	<p style="text-align: center;">T1&2</p> <p style="text-align: center;">T2 Wk6</p> <p style="text-align: center;">T2&3</p> <p style="text-align: center;">T2-T4</p>	<ul style="list-style-type: none"> • 2026 - end of T4 whole staff PD complete. A common language regarding concepts associated with 'knowledge-rich' and 'rigorous' curriculum developed, understood and applied by staff • Check of 'new' curriculum units - use of language (HOFs & curriculum leads). Concepts evident and applied in units-of-work • Review. Line Managers monitor if ongoing embedding is required in 2027

Strategic Goal A1.2 Teaching: delivery of the 'new' New Zealand Curriculum - effective change management

Refresh the existing curriculum with the changes mandated by the MOE so that all staff are resourced and supported through the change process. Final curriculum is robust and coherent.

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none">• PD for HOFs (Rowan Johanson - Education Group) change on new curriculum unit planning• HOFs develop 'Curriculum Implementation Plan' as new curriculum is released• PL time allocated for dept focus on writing new units and meeting checkpoints• 'Pulse checks' with staff re confidence and extent of support required• Line Manager oversight and accountability• Review change management and implementation plans for rollover into 2027	T1 T2-3 T3-4	<ul style="list-style-type: none">• Seamless transition to 'new' curriculum• Staff are confident and prepared to deliver new units• 2026 Term 2: PD on unit planning and Faculty 'Implementation Action Plans' devised• Line Managers monitor that timeframes have been met or revised• Alignment check to new curriculum • All new units for 2027 subject areas completed in draft.

Strategic Goal A1.3 Learning: Academic Excellence *Every student from Y9-Y13 has the opportunity to achieve their personal best through targeted programmes that seek to minimise achievement gaps, and stretch and challenge.*

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none"> • Intensive literacy - AWL (8 levels) - Learning Centre programme - embedding • Junior curriculum - greater weighting for exams for grad points • UE targets increased and communicated to staff and community (90% Pasifika & Māori enrolled in 3+ UE subjects) • Pasifika academic tracking & intervention • Scholarship participation/targets increased and return to scholarship practice exams • Digital Device audit and feedback • PL around evidenced best practice for teaching and learning, science of learning approaches and instruction design. 	<p>T1-4</p> <p>T1</p> <p>T2</p> <p>T4</p>	<ul style="list-style-type: none"> • AWL Programme has built in regular testing. Expect improved vocab, knowledge & eventually movement back to mainstream • Junior markbooks weighting – adjusted • UE targets messaged to staff. HoFs develop strategies to support success. Expect to see improvement in UE pass rates reported in Feb 2026 • Academic tracking & timely interventions especially CAAs & UE improvements • Scholarship - 500 entries (200 achieved) target. Information evening; Messaging to encourage Y11/12s; - school-wide/dept Resourcing (staff) • Scholarship staff PL • Scholarship practice exams set-up and follow-up to expect 100% attendance in final exams • Develop a ‘MAGS Device Use in Classrooms Plan’ • Targeted ‘refresh’ of cognitive load theory best practice - in conjunction with targeted PL needs identified by SCT Team observations

Strategic Goal A1.4 Learning: Closing the Gap - focus on boys learning and achievement

Every student from Y9-Y13 has the opportunity to achieve their personal best through targeted programmes that seek to minimise achievement gaps, and stretch and challenge.

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none">• Designing learning and assessment using methods that might decrease gender bias?• PD for strategies that enhance boys learning (in house successes)• Academic tracking and early intervention (Intensive Literacy programme - Learning Centre)• Attendance and pastoral x-tracking• Positive Role Modelling/Narrative Shift - middle school focus	T1-4 T1-2 T4 T1-4	<ul style="list-style-type: none">• SCT research and sharing PD with Staff• PD - x-dept sharing of best practice• Early ID of low achievers; low ATT % &/or high pastoral entries• Expect higher % of 'excellence' certificates at EOY (benchmark % with previous years)• Enthusiasm for teaching junior boys, staff reflection on expectations• Boys assemblies - academic focus/ positive messaging/ role model examples

B1 WHANAUNGATANGA - CONNECTION - intentionally investing time and resources to develop opportunities for authentic connection within our community

Strategic Goal B1.1 Increasing students sense of belonging

encouraging connection through participation in school life from which a sense of belonging is fostered within a diverse community

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
Developing further opportunities for connection: <ul style="list-style-type: none"> • Y9 compulsory athletics day • Sport participation increase • Inter-form expansion to Y11 canvassed • Arts visibility/promotion • Ongoing cultural group clubs post Unity • Digital audit - staff and student participation - the 'why?' • Attendance and pastoral tracking of disengaged? <ul style="list-style-type: none"> • MAGS survey and NZCER Wellbeing survey - benchmarks 	T1 T2 T2-3 T4	<ul style="list-style-type: none"> • 94% (actual 2026) participation at Y9 athletics = benchmark for 2027 • Understand non-participants (KAMAR data) - establish the 'why' • Analyse Youth Health/ wellbeing survey results • Overall survey assess 'connection' as benchmark • Inter-form extension to Y11 developed for 2027 - draft plan? • Establish updated list of all school activities on offer • Peer-support Leaders assist sign-up of juniors to activities • Alberton Army established - attend all home prem games - build supporters base/ chants etc. • Wider promotion of Spirit Week • Academic Connection - opportunities established • NZCER Wellbeing@School survey completed and benchmarked against MAGS earlier survey

Strategic Goal B1.2 Student leadership opportunities (Focus 2027-28)

Identifying needs, opportunities and initiatives for Y11 Leadership opportunities within new Middle School framework

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none"> Identifying needs, opportunities and initiatives for Y11 Leadership within new Middle School framework Explore ideas for expansion of Y12/13 leadership opportunities 	T1 T1 T2 T3 T4	<ul style="list-style-type: none"> In embryonic stage - will evolve through ongoing meetings with key stakeholders during 2026 for fuller implementation 2027-28. Y11 Middle School Leader model is planned Y11 leader application process completed New Y11 leaders selected and underway in T2. Regular meetings scheduled for MS Leaders. Projects across T2-4, tied into Y9+10. Y12 - review current Peer Mediator initiative/collect student voice from current Y13 leaders for reflective POV and how to better utilise Y12 students Y12 - draft Y12 Leadership overview

Strategic Goal B1.3 Tikanga Protocols at MAGS (Focus 2027-28)

Staff increase in confidence in cultural competency from an agreed understanding and visible application of Tikanga protocols on the MAGS campus

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none">• PL messaging and instruction regarding application of the MAGS Te Ao Māori Staff Profile• Seeking advice re framework for school-wide Tikanga procedures and protocols - Rūnanga, external sources and MAGS staff• Review and re-embed MAGS Tikanga Ways first developed in 2024.• Develop <u>consultation procedures</u> in a 'Tikanga Playbook' for key events and practices within the MAGS campus	T1-4	<ul style="list-style-type: none">• 2026 - Staff increase in confidence in cultural competency (Teaching Standard 1) throughout each year - benchmarked in PGC's and growth assessed using MAGS Te Ao Māori Staff Profile rubric.• 2027-28 - Agreed understanding and visible application of Tikanga protocols on the MAGS campus• 2028 - 'Tikanga Playbook' for key events completed and applied as an ongoing 'working document'

C1 WHANAKETANGA - GROWTH - expanding and developing our structures and resources to ensure excellence across all school priorities and future achievements

Strategic Goal C1.1 Developing a Middle and Senior School structure

Designing a structure that will serve the needs of both a large student population and the leadership challenges of a more complex organisation

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none"> • Middle School and Senior School concepts are defined and implemented in a systematic way • Measures agreed on how to gauge the effectiveness of the split on student outcomes • Role responsibilities and accountability clearly defined 		<ul style="list-style-type: none"> • Appointments made of Head of Senior School and Head of Middle School • Communications - common use of terms/language in school docs, meetings, newsletters etc. • Staff understanding the 'why' as a means to get ahead of future growth and introduction of proposed new Y11 qualification • Data gathered to measure the impact of structural change on student outcomes (academic/pastoral). Benchmark 2026 via staff/student/parent voice) • EOY Feedback from stakeholders regarding satisfaction with the new organisational structure - staff/student/parent voice • SLT Manual defining role and portfolio responsibilities - continual review and refine

Strategic Goal C1.2 Expansion of the Specialist Classroom Teacher programme

Support and develop the current SCT programme to ensure consistent quality teaching and learning across the school (Focus 2027-28)

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none">• The SCT programme is evaluated and developed• Teacher practice is observed• A shared purpose and understanding of the team's role to support all teaching 'best practice' is promoted	T1 W4-5 T2-3 T3-4 T4	<ul style="list-style-type: none">• SCT observe all staff and report to SLT/HOFs re strengths and focus areas for further development• Focus on PCTs and OTTs to build 'best practice'• Working with staff identified as needing extra support by HOFs• Working within Faculties to strengthen teaching & learning• Building understanding of PL needs across departments• Starting to develop resource banks for staff and PL• Sign-off for PCT2 and OTT staff• Sign-off for staff receiving extra support• Review programme/roles and plan for 2027-2028

Strategic Goal C1.3 Growing Staff Middle Leadership capacity (Focus 2027-28 - intensive in-house PD during previous Strategic Plan. Paused for 2026)

Strategies/Initiatives/Project What can we achieve in 2026?	Timeline	Key results What do we expect to see?
<ul style="list-style-type: none"> • Teaching and support staff supported to attend external professional learning courses • Intentional identification of potential leaders • Some financial support available for staff enrolling in tertiary study that enhances the leadership of teaching and learning at MAGS • Review of 'In-house' programme for middle leadership development that is contextually relevant with a view to reintroduction in 2027 		<ul style="list-style-type: none"> • PL budget levels are adequately supporting PL needs • Increase in the number of staff undertaking tertiary leadership study • Increase in staff contributing expertise to Faculty and school-wide leadership and PL as a result of their own study in 2025/26 • All HOFs and HODs have participated in MAGS leadership training by 2028