



2026 - 2028 Strategic 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.

MAGS STRATEGIC PLAN 2026 - 2028

- **Collective Ambition:** An Aspirational, Academic & Connected Community Striving For Personal Excellence
- **School Motto:** *Toimaha Ki Toiora: Through Hardship to Glory.*
- Recognising Te Tiriti o Waitangi through Partnership, Participation and Protection.



<p style="text-align: center;">HIRANGA EXCELLENCE</p> 	<p style="text-align: center;">WHANAUNGATANGA CONNECTION</p> 	<p style="text-align: center;">WHANAKETANGA GROWTH</p> 
<p>Guaranteeing Academic Growth</p> <p>A1.1 Teaching: Knowledge-rich and rigorous curriculum A1.2 Teaching: Delivery of new NZ Curriculum A1.3 Learning: Academic Excellence A1.4 Learning: Closing the Gap - boys achievement</p>	<p>Investing Time and Resources for Authentic Connection</p> <p>B1.1 Students Sense of Belonging B1.2 Student Leadership Opportunities B1.3 Tikanga Protocols at MAGS</p>	<p>Resourcing Future Excellence</p> <p>C1.1 Developing a Middle and Senior School C1.2 Expansion of the Specialist Classroom Team C1.3 Growing Staff Middle Leadership Capability</p>
<p>MAGS Distinctives: By 2028, MAGS will continue to be known as a high achieving school that has the trust and confidence of its school community to:</p> <p>Prioritise academic personal excellence for all learners (personal and collective) <i>(consistent promotion of high expectations and modelling of high standards)</i></p> <p>Deliver a broad knowledge-rich curriculum <i>(academic courses offering coherent pathways of study are accessible to all learners)</i></p> <p>Invest in quality, professional staff <i>(experts in curriculum & pedagogy; committed to optimal student achievement)</i></p> <p>Provide diverse opportunity for connection across our Four Pillars <i>(academia, sports, arts & culture, & service)</i></p> <p>Foster student identity, biculturalism and connectivity <i>(where Tikanga & Te Ao Māori is established within the wider MAGS culture)</i></p> <p>Effectively manage and develop resources for optimal student outcomes <i>(human, physical & financial resources)</i></p> <p>Develop positive purposeful relationships with its school community <i>(purposeful connections & partnerships providing opportunities for staff and students)</i></p> <p>Value its heritage and embrace innovation <i>(respects school tradition(s) as the foundation for future development)</i></p>	<p style="text-align: center;">VALUES</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="896 1034 1137 1295"> <p>PERSONAL EXCELLENCE</p> <ul style="list-style-type: none"> RESPECT SELF-DISCIPLINE COMMITMENT RESPONSIBILITY HONESTY </div> <div data-bbox="1142 1034 1384 1295"> <p>RESILIENCE</p> <ul style="list-style-type: none"> BELIEF PERSEVERANCE SELF-DISCIPLINE HOPE RESPONSIBILITY </div> <div data-bbox="1388 1034 1630 1295"> <p>INTEGRITY</p> <ul style="list-style-type: none"> HONESTY RESPECT KINDNESS EMPATHY PERSONAL EXCELLENCE </div> <div data-bbox="1635 1034 1877 1295"> <p>DIVERSITY</p> <ul style="list-style-type: none"> COMMUNITY WHANAU RESPECT KINDNESS BELONGING </div> <div data-bbox="1881 1034 2123 1295"> <p>EMPATHY</p> <ul style="list-style-type: none"> LOYALTY RESPECT COMPASSION KINDNESS WHANAU </div> </div> <p style="text-align: center;">THE MAGS WAY</p> <p style="text-align: center; font-size: small;">TOIMAHA KI TOIORA THROUGH HARDSHIP TO GLORY</p> <div style="display: flex; justify-content: space-between; align-items: center;">   </div>	

Annual term-by-term summary of progress - by MAGS Senior Leadership Team

1 = no progress or stalled	2 = slow progress	3 = some progress	4 = good progress	5 = completed or to be removed	6 = completed but ongoing	T = target to hit 6
----------------------------	-------------------	-------------------	-------------------	--------------------------------	---------------------------	---------------------

Projects	2026				2027				2028			
	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
A1.1 Teaching: Knowledge-rich and rigorous curriculum												
A1.2 Teaching: Delivery of new NZ Curriculum												
A1.3 Learning: Academic Excellence												
A1.4 Learning: Closing the Gap - boys achievement												
B1.1 Increasing Students Sense of Belonging												
B1.2 Increasing Student Leadership Opportunities												
B1.3 Tikanga Protocols at MAGS (2027 focus)												
C1.1 Developing a Middle and Senior School												
C1.2 Expansion of the Specialist Classroom Team												
C1.3 Growing Staff Middle Leadership Capability (2027 focus)												

The **Annual Implementation Plan 2026** is published on the Mount Albert Grammar School website at www.mags.school.nz and can also be found at this [link](#)

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

Overall Objective What can we achieve?	Strategies/ Initiatives/Project How to achieve the objective?	Key results What do we expect to see and by when?
<p>A1.1 Teaching: Understanding of a knowledge rich & rigorous curriculum <i>By 2028; 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).</i></p>	<ul style="list-style-type: none"> • Centralised PLD programme to reinforce the concepts • HOFs and curriculum leaders write new curriculum units of work making concepts evident • A common language developed, understood and applied by staff 	<ul style="list-style-type: none"> • 2026 - end of T3 whole staff PD complete • Check of 'new' curriculum units - use of language (HOFs & curriculum leads) • Concepts evident and applied in units-of-work
<p>A1.2 Teaching: delivery of the 'new' New Zealand Curriculum - effective change management <i>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, coherent</i></p>	<ul style="list-style-type: none"> • PD on change management and curriculum unit planning • Ensure adequate resourcing re time and workload 	<ul style="list-style-type: none"> • Seamless transition to 'new' curriculum (stakeholders feedback via 'pulse check' surveys) • 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

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

Overall Objective What can we achieve?	Strategies/ Initiatives/Project How to achieve the objective?	Key results What do we expect to see and by when?
<p>A1.3 Learning: Academic Excellence <i>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.</i></p>	<ul style="list-style-type: none"> • Intensive literacy - AWL (8 levels) • Junior curriculum - greater weighting for exams • UE targets increased (esp M&P) • Scholarship participation/targets increased • PL around evidenced best practice for teaching and learning, science of learning approaches and instruction design. 	<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 • Scholarship - 500 entries (200 achieved) target. <ul style="list-style-type: none"> ○ Information evening ○ Messaging - school-wide/dept ○ Resourcing (staff)
<p>A1.4 Learning: Closing the Gap - focus on boys learning and achievement</p>	<ul style="list-style-type: none"> • Designing and assessing using methods that might decrease gender bias? • PD for strategies that enhance boys learning (in house successes) • Academic tracking and early intervention • ATT and pastoral x-tracking • Positive Role Modelling/Narrative Shift 	<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 JB, staff reflection on expectations

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

Overall Objective What can we achieve?	Strategies/ Initiatives/Project How to achieve the objective?	Key results What do we expect to see and by when?
<p>B1.1 Increasing students sense of belonging <i>Encouraging connection through participation in school life from which a sense of belonging is fostered within a diverse community</i></p>	<p>Developing further opportunities for connection:</p> <ul style="list-style-type: none"> • Y9 compulsory athletics day • Sport participation increase • Inter-form • Arts visibility/promotion • Ongoing cultural group clubs post Unity • Digital audit • ATT and pastoral tracking of disengaged? 	<ul style="list-style-type: none"> • 94% (actual 2026) participation at Y9 athletics = benchmark • Survey non-participants (KAMAR data) - establish the 'why' • Inter-form extension to Y11? • Overall survey (PWL 2025) assess connection • Peer-support Leaders assist sign-up of juniors to activities • Alberton Army established - attend all home prem games - build supporters base/ chants etc.
<p>B1.2 Student leadership opportunities (Focus 2027-28) <i>Identifying needs, opportunities and initiatives for Y11 Leadership opportunities within new Middle School framework</i></p>	<ul style="list-style-type: none"> • Identifying needs, opportunities and initiatives for Y11 Leadership opportunities within new Middle School framework • Create new Y11 leaders committee and class reps 	<ul style="list-style-type: none"> • In embryonic stage - will evolve through ongoing meetings with key stakeholders • New Y11 leaders selected and underway in T2. Projects across T2-4, tied into Y9+10
<p>B1.3 Tikanga Protocols at MAGS (Focus 2027-28) <i>Staff increase in confidence in cultural competency from an agreed understanding and visible application of Tikanga protocols on the MAGS campus</i></p>	<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 consultation procedures in a 'Tikanga Playbook' for key events and practices within the MAGS campus 	<ul style="list-style-type: none"> • 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. • Agreed understanding and visible application of Tikanga protocols on the MAGS campus • '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

Overall Objective What can we achieve?	Strategies/ Initiatives/Project How to achieve the objective?	Key results What do we expect to see and by when?
<p>C1.1 Developing a Middle and Senior School structure <i>Designing a structure that will serve the needs of both a large student population and the leadership challenges of a more complex organisation</i></p>	<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"> • Staff understanding the ‘why’ as a means to get ahead of future growth and introduction of new Y11 qualification • Staff using terms ‘middle’ and ‘senior’; and in all communications • 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 refinement
<p>C1.2 Expansion of the Specialist Classroom Teacher programme. (Focus 2027-28) <i>Support and develop the current SCT programme to ensure consistent quality teaching and learning across the school</i></p>	<ul style="list-style-type: none"> • The SCT programme is evaluated and developed • Teacher practice is observed • A shared purpose and understanding of the teams role to support all teaching ‘best practice’ is promoted 	<ul style="list-style-type: none"> • Reduction in need for <u>formal</u> support • Wider consistency of ‘best practice’ is observed • Liaison with PD priority needs
<p>C1.3 Growing Staff Middle Leadership capacity (Focus 2027-28)</p>	<ul style="list-style-type: none"> • ‘In-house’ programme for middle leadership development that is contextually relevant • 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 	<ul style="list-style-type: none"> • All HOFs and HODs participate in MAGS leadership training by 2028 • 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