



MOUNT ALBERT GRAMMAR SCHOOL

STRATEGIC PLAN

2018 - 2022

'A Tradition of Personal Excellence'

Prepared with assistance from



ONE PAGE SUMMARY OF THE PLAN

Focus

The MAGS Way

- Aim for Excellence
- Respect Oneself
- Respect Others
- Respect Property and the Environment
- Be Honest
- Value Education

The 4 Pillars

- Academic
- Sport
- The Arts and Culture
- Service

Collective Ambition

An aspirational, resilient learning community that affirms personal excellence

Direction

Strategic Theme

Responding to the future needs of each student

Strategic Priorities and Projects

A. Educational excellence

- Culture of excellence
- Future-focussed curriculum
- Priority learners – Māori and Pasifika
- Commitment to Tangata Whenuatanga “Māori achieving success as Māori”

B. Resilient students

- Mentoring students by staff
- Students’ sense of belonging
- The MAGS Way
- Leadership program

C. Inspiring staff

- Professional learning and development (PLD) – Conditions and incentives

D. Productive partnerships

- Communities of learning (CoL)
- Marketing and branding
- Partnerships
- Te Tiriti o Waitangi partnership in Aotearoa New Zealand

E. Confident future

- Master Plan
- International students
- Farm Experience Centre

Results

Progress Indicators

- Overall Roll-Based NCEA L2 pass rate
- Number of NZ scholarships
- Maori/Pasifika roll-based UE pass rate
- Male student roll-based UE pass rate
- Number of staff trained and engaged as student academic mentors
- Number of teachers with Masters degrees
- Outcomes from staff survey - recommendation of MAGS as place to work
- Parent survey results -overall satisfaction/likelihood of recommendation
- Percentage of MAGS students who are In-Zone
- International Student Numbers (FTE)
- Student:teacher ratio
- School Donations Received
- Funds held by the Foundation

Outcomes and Milestones

- MAGS is a valued part of the local community
- Parents actively supporting and driving success across the Four Pillars of MAGS
- Excellence is highly valued and widely celebrated
- Failure is embraced as an opportunity for learning and building resilience
- All students can articulate the MAGS Way
- Every MAGS student has an academic mentor
- Each student is engaged in a personalised learning/curriculum pathway
- Staff have a clear sense of the direction and purpose of MAGS
- MAGS is the workplace of choice for teaching and non-teaching staff
- Service as a value is threaded through a MAGS Education
- Standards for the teaching profession are woven into Whole Staff PLD
- Culturally responsive pedagogies embedded in learning programmes

2018 Targets

Target – note all data is roll-based	Current 2017 Baseline Data
1. 80% of Year 12 Boys gain NCEA Level 2	<i>73% of Year 11 students gained NCEA Level 1</i>
2. 80% of Year 12 Pasifika students gain NCEA Level 2	<i>68% of Year 11 Pasifika students gained NCEA Level 1</i>
3. 50% of Year 10 Pasifika students gain the pre-requisite for Year 11 Science or Year 11 separate Science pathways (approximately an addition 16 students)	<i>34% of Year 11 Pasifika students meeting this pre-requisite</i>
4. 25% of NCEA Level 2 Certificates are endorsed with Excellence	<i>31% of NCEA Level 1 Certificates endorsed with Excellence</i>

1.1 The MAGS Way	• Aim for Excellence
	• Respect Oneself
	• Respect Others
	• Respect Property and the Environment
	• Be Honest
	• Value Education
1.2 Collective ambition	An aspirational, resilient learning community that affirms personal excellence
1.3 The 4 Pillars	• Academic
	• Sport
	• The Arts and Culture
	• Service
1.4 Strategic essence	Responding to the future needs of each student

2 DIRECTION

2.1 Strategic priorities

It has been determined that there are five strategic priorities for the school over the next five years. These priorities are:

A. Educational excellence – Improving educational outcomes for all students by strengthening the current academic focus and providing an engaging curriculum within a culture of excellence and support
B. Resilient students – Providing a supportive learning environment in which each student is known and feels valued and encouraged to realise their potential
C. Inspiring staff – Investing in and supporting all staff to build their capabilities to deliver on our strategic direction
D. Productive partnerships – Promoting our profile and creating and consolidating community relationships both within and outside MAGS
E. Confident future – Provisioning for the changing needs of the school through clarity of enrolment policy, alternative streams of revenue and a Master Plan for the campus

2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
A Educational excellence – Improving educational outcomes for all students by strengthening the current academic focus and providing an engaging curriculum within a culture of excellence and support	Objectives: <ul style="list-style-type: none"> • Future focused and innovative curriculum with a wide range of pathways and opportunities for all students • Students appropriately prepared with the skills and knowledge to take the next step in their education or career • Teaching and learning practices that are data informed Progress and performance measures: <ul style="list-style-type: none"> • Improvement in Level 1,2,3 NCEA performance and number of Scholarships • UE pass rate • Junior graduate profile • Students exit MAGS on a pathway • Internal data analysis – value adding 	A 1. Culture of excellence – Define what ‘excellence’ means at MAGS, identify gaps and ways of further developing a culture across all aspects of school life that ensures the best possible learning outcomes for all students
		A 2. Future-focussed curriculum – Re-evaluate all aspects of curriculum and based on research and emerging educational needs design a responsive future-focussed curriculum that incorporates personalised learning, cross faculty collaboration and a wider range of opportunities to provide a more engaging and authentic learning process
		A 3. Priority learners – Māori and Pasifika – Using relevant data, undertake a gap analysis to gauge student progress and set performance targets for Māori and Pasifika students, Puna and non-Puna students, monitor progress, improve teaching and learning processes and communicate findings

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
B Resilient students – Providing a supportive learning environment in which each student is known and feels valued and encouraged to realise their potential	Objectives: <ul style="list-style-type: none"> • Students with a growth mindset who achieve their absolute best • The MAGS Way underpins school culture • Robust support systems for priority learners and ‘at risk’ students Progress and performance measures: <ul style="list-style-type: none"> • Responses to bullying surveys • Participation rates in co-curricular activities and service programs • Student feedback and student voice • Measure of student agency including students reflecting on and monitoring their own learning journey 	B 1. Mentoring students by staff – Build staff understanding of and capacity to build stronger learning-based relationships through mentoring so that all students take greater responsibility for their own learning and have a stronger sense of support and belonging
		B 2. Students’ sense of belonging – Build a safe environment for students by monitoring student welfare, minimising bullying and developing a whanau culture across the whole school
		B 3. The MAGS Way – Develop and articulate a clearer image of what a contemporary Grammar School looks like, without losing tradition, and revise the MAGS Way so that it is at the heart of what the school stands for and lives out
		B 4. Leadership program – develop a school-wide leadership program to build capacity in students and to better prepare them for the next level of their education

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
<p>C Inspiring staff – Investing in and supporting all staff to build their capabilities to deliver on our strategic direction</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Staff with the capacity and commitment to deliver on our vision and our future-focused curriculum • A positive culture of accountability • Staff who have high expectations of every student • Reflection and self-review that supports growth opportunities for all staff <p>Progress and performance measures:</p> <ul style="list-style-type: none"> • Staff feedback on professional development opportunities • Student voice around teaching and learning climate • Career opportunities from within and outside of MAGS are fostered and encouraged. 	<p>C 1. Professional learning and development – Research, design and implement a range of targeted professional development opportunities to assist staff to prepare and deliver contemporary learning and teaching strategies that support our vision and a culture of excellence</p> <p>C 2. Conditions and incentives – Review and revise current policies, processes and incentives to attract potential staff, and recognise the contribution of current outstanding staff who reinforce and live out the culture of excellence across all aspects of the school</p>

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
D Productive partnerships – Promoting our profile and creating and consolidating community relationships both within and outside MAGS	Objectives: <ul style="list-style-type: none"> • MAGS Parents have confidence in entrusting their children to MAGS • Mutually beneficial partnerships with community groups and organisations to improve educational outcomes and opportunities • Clarity in communicating the MAGS Way Progress and performance measures: <ul style="list-style-type: none"> • Number and value of formal relationships with partners and sponsors e.g. Unitec • Implementation of 'Within School Teachers' (WST) and 'Across School Teachers' (AST) roles in the Communities of Learning (CoL) • Parent involvement in co-curricular activities e.g. Friends of MAGS • Response to parent satisfaction surveys 	D 1. Communities of learning – Design and apply a clear set of expectations for CoL leaders to ensure all learning from the practice is shared with all staff, annual plans are monitored and staff are challenged to innovate so that students are fully equipped for the transition to secondary school
		D 2. Marketing and branding – Prepare and implement a comprehensive marketing and communications program, including clear market positioning within the local community, to overcome unfavourable perceptions of MAGS as a large school, to attract staff and engender pride within the MAGS community
		D 3. Partnerships – Expand mutually advantageous connections within the tertiary education and corporate sectors to provide MAGS students with a greater range of educational opportunities, and to further resource the schools vision of a culture of excellence

2. DIRECTION (continued)

2.2 Priorities and projects (continued)

Strategic priority	Critical outcomes	Projects
E Confident future – Provisioning for the changing needs of the school through clarity of enrolment policy, alternative streams of revenue and a Master Plan for the campus	Objectives: <ul style="list-style-type: none"> Facilities and resources conducive to a future-focused curriculum Infrastructure that meets the aspirations and expectations of staff and parents Effective management of roll growth Teachers appropriately resourced to deliver on our educational focus Progress and performance measures: <ul style="list-style-type: none"> Construction of those buildings that are the school’s priority Farm Experience Centre built and number of opportunities taken up Master Plan updated and communicated Level of engagement with the school’s website Proportion of funding derived from new sources (i.e. not currently sourced) 	E 1. Master Plan – Review, refine and communicate the current Master Plan to establish priorities for upgrading and building facilities that support contemporary teaching and learning strategies and the needs of
		E 2. International students – Leverage off the current momentum in recruiting international students by setting clear targets, consolidating relationships with agents, increasing staff’s knowledge of the value of international students and improving student well-being
		E 3. Farm Experience Centre – Optimise the use of the Farm Experience Centre to reinforce a key point of difference in the school’s offering , access further opportunities for students and source new streams of revenue

3 RESULTS

Progress and success in implementing the plan will be gauged by the measures listed in the table below

Measures	Measurements	Baseline	Stretch targets
		2017	2022
Student outcomes	• Overall Roll-Based NCEA L2 pass rate	85 %	95 %
	• Number of NZ Scholarships	90	150
	• Maori/Pasifika Participation-based UE pass rate	45%	70%
	• Male student Participation-based UE pass rate	62	75
Staff outcomes	• Number of staff trained and engaged as student academic mentors	28	150
	• Number of teachers with Masters degrees	25	40
	• Outcomes from staff survey – recommendation of MAGS as place to work		90%
Parent outcomes	• Parent survey results –overall satisfaction/likelihood of recommendation	85%	90%
	• Percentage of MAGS students who are In-Zone	77	95
Finance	• International Student Numbers (FTE)	160	250
	• Student:teacher ratio	1:18	1:16
	• School Donations Received	54%	70%
	• Funds held by the Foundation	\$100K	\$1M

Markers and milestones

By the end of 2022 it is expected that the following will have been put in place or achieved:

- MAGS is a valued part of the local community
- Parents actively supporting and driving success across the Four Pillars of MAGS
- Excellence is highly valued and widely celebrated
- Failure is embraced as an opportunity for learning and building resilience
- All students can articulate the MAGS Way
- Every MAGS student has an academic mentor
- Each student is engaged in a personalised learning/curriculum pathway
- Staff have a clear sense of the direction and purpose of MAGS
- MAGS is the workplace of choice for teaching and non-teaching staff
- Service as a value is threaded through a MAGS Education
- Standards for the teaching profession are woven into Whole Staff PLD
- Culturally responsive pedagogies embedded in learning programmes

4 IMPLEMENTATION SCHEDULE

Projects	Resp	2018				2019
		T1	T2	T3	T4	
A 1. Culture of excellence – Define what ‘excellence’ means at MAGS, identify gaps and ways of further developing a culture across all aspects of school life that ensures the best possible learning outcomes for all students	Assoc Principal (J)					
A 2. Future-focussed curriculum – Re-evaluate all aspects of curriculum and based on research and emerging educational needs design a responsive future-focussed curriculum that incorporates personalised learning, cross faculty collaboration and a wider range of opportunities to provide a more engaging and authentic learning process	Assoc Principal (F)					
A 3. Priority learners – Māori and Pasifika – Using relevant data, undertake a gap analysis to gauge student progress and set performance targets for Māori and Pasifika students, Puna and non-Puna students, monitor progress, improve teaching and learning processes and communicate findings	Headmaster					
B 1. Mentoring students by staff – Build staff understanding of and capacity to build stronger learning-based relationships through mentoring so that all students take greater responsibility for their own learning and have a stronger sense of support and belonging	DP (C)					
B 2. Students’ sense of belonging – Build a safe environment for students by monitoring student welfare, minimising bullying and developing a whanau culture across the whole school	DP (J)					
B 3. The MAGS Way – Develop and articulate a clearer image of what a contemporary Grammar School looks like, without losing tradition, and revise the MAGS Way so that it is at the heart of what the school stands for and lives out	AP (J)					
B 4. Leadership program – develop a school-wide leadership program to build capacity in students and to better prepare them for the next level of their education	DP (J) DP (T) DP (Sa)					
C 1. Professional learning and development – Research, design and implement a range of targeted professional development opportunities to assist staff to prepare and deliver contemporary learning and teaching strategies that support our vision and a culture of excellence	DP (S)					
C 2. Conditions and incentives – Review and revise current policies, processes and incentives to attract potential staff, and recognise the contribution of current outstanding staff who reinforce and live out the culture of excellence across all aspects of the school	DP (S)					
D 1. Communities of learning – Design and apply a clear set of expectations for CoL leaders to ensure all learning from the practice is shared with all staff, annual plans are monitored and staff are challenged to innovate so that students are fully equipped for the transition to secondary school	AP (F)					

Projects	Resp	2018				2019
		T1	T2	T3	T4	
D 2. Marketing and branding – Prepare and implement a comprehensive marketing and communications program, including clear market positioning within the local community, to overcome unfavourable perceptions of MAGS as a large school, to attract staff and engender pride within the MAGS community	HM					
D 3. Partnerships – Expand mutually advantageous connections within the tertiary education and corporate sectors to provide MAGS students with a greater range of educational opportunities, and to further resource the schools vision of a culture of excellence	HM DP (M)					
E 1. Master Plan – Review, refine and communicate the current Master Plan to establish priorities for upgrading and building facilities that support contemporary teaching and learning strategies and the needs of	HM BoT					
E 2. International students – Leverage off the current momentum in recruiting international students by setting clear targets, consolidating relationships with agents, increasing staff’s knowledge of the value of international students and improving student well-being	HM					
E 3. Farm Experience Centre –Optimise the use of the Farm Experience Centre to reinforce a key point of difference in the school’s offering , access further opportunities for students and source new streams of revenue	AP (F)					

5 REPORTING PRO FORMA 2018

Projects	Resp	Time Frame	2018				Notes
			T1	T2	T3	T4	
A 1. Culture of excellence	Assoc Principal (J)	T1/ 2019					
A 2. Future-focussed curriculum	Assoc Principal (F)	T2/ 2019	N/A				
A 3. Priority learners – Māori and Pasifika	Headmaster	T1/ 2019					
B 1. Mentoring students by staff	DP (C)	T1/ 2019					
B 2. Students' sense of belonging	DP (J)	T2/ 2019	N/A				
B 3. The MAGS Way	AP (J)	T1/ T4					
B 4. Leadership program	DP (J) DP (T) DP (Sa)	T2/ 2019	N/A				
C 1. Professional learning and development	DP (S)	T1/ 2019					
C 2. Conditions and incentives	DP (S)	T1/ 2019					
D 1. Communities of learning	AP (F)	T1/ 2019					
D 2. Marketing and branding	HM	2019	N/A	N/A	N/A	N/A	
D 3. Partnerships	HM DP (M)	T1/ 2019					
E 1. Master Plan	HM BoT	T2/ T4	N/A				
E 2. International students	HM	T1/ T4					
E 3. Farm Experience Centre	AP (F)	T1/ 2019					

Legend:	1 = no progress/stalled,	2 = slow progress,	3 = some progress,	4 = good progress,	5 = completed and to be removed,	6 = completed but ongoing
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