



# **STRATEGIC PLAN 2020-2023**

***“A standout learning community”***

## ONE PAGE SUMMARY OF THE PLAN

### Ō Tātou Whāinaa - Our Focus

#### Vision

Our students will be successful, powerful learners who are active and responsible citizens.

#### Mission

In a safe, supportive environment, MRGS will provide learning opportunities for each student to strive for excellence, realise their potential, and develop an understanding of social responsibility and respect for individual and cultural differences.

#### Commitment

We are committed to the important place of Māori as tāngata whenua, the bicultural foundation of Aotearoa, New Zealand, and Te Tiriti o Waitangi through our focus on:

##### ***Māori achieving as Māori***

We are committed to celebrating diversity and supporting our priority learners through our focus on our achievement lead teams:

##### ***Māori, ME.A.R. Pasifika***

#### The Roskill Way

We take pride in performing in a way that brings credit to our school, our community and ourselves. We encourage a sense of belonging and caring for each person in our Roskill family, and we endeavour to reach “to the heights”. These ideals are underpinned, enhanced and enriched by the values of:

##### ***Manaakitanga, Whanaungatanga, Tūmanakotanga***

#### Collective Ambition

A standout learning community that realises our students’ potential now and in the future.

### Ō Tātou Aratohu - Our Direction

#### Strategic Essence

*Building pride and raising profile*

#### Strategic Priorities and Projects

##### A. The Roskill Way

- Culture of Excellence
- Pride, perceptions and expectations

##### B Dynamic pathways

- Diverse curriculum
- Differentiated Learning
- Vocationally based programs
- Performing Arts Academy

##### C. Exceptional staff

- Support for and development of middle leaders
- Leadership capacity within the staff
- Recognition and rewards for outstanding staff

##### D. Creative connections

- Engagement with parents and stakeholders
- Relationships with feeder schools
- Alumni connections
- Corporate and business connections

##### E. Energised profile

- Marketing Plan
- Internal marketing
- Community presence and outreach
- Demographic analysis
- Marketing function

##### F. Quality facilities

- Student hub
- Performing Arts Centre
- Sports facilities
- Flexible learning spaces
- Refurbishment and revitalisation
- Housing for staff

### Ō Tātou Hua – Our Results

#### Progress Indicators

- Enrolled students
- Number of NZ Scholarships
- Percentage of MRGS students who are in-zone
- UE pass rate
- Number of registered members of the MRGS Alumni Association
- Likelihood of staff recommending MRGS (on a scale of 1-10) to friends and colleagues in education as a place to work – percentage assigning 8, 9 or 10

#### Outcomes and Milestones

- The Roskill Way demonstrated in the attitudes and actions of every student
- A strong sense of purpose, movement and interest
- Brighter and new buildings
- Vibrant classrooms full of energy
- More national awards for excellence in education, sport, arts
- Greater pride in the school on the part of students, staff and the community
- Strong relationships underpinned by a sense of belonging and being valued
- Alumni actively invested in a wide range of activities around the school

## 1 Ō Tātou Whāinga – Our Focus

<b>1.1 Vision</b>	Our students will be successful, powerful learners who are active and responsible citizens.
<b>1.2 Mission</b>	In a safe, supportive environment, Mount Roskill Grammar School will provide learning opportunities for each student to strive for excellence, realise their potential, and develop an understanding of social responsibility and respect for individual and cultural differences.
<b>1.3 The Roskill Way</b>	At Mount Roskill Grammar School, we take pride in performing in a way that brings credit to our school, our community and ourselves.
	We encourage a sense of belonging and caring for each person in our whānau, and we endeavour to reach “to the heights”. These ideals are underpinned, enhanced and enriched by the values of: <ul style="list-style-type: none"><li>• <b>Manaakitanga</b> - demonstrating respect and responsibility by uplifting the mana of each person, through empathy, tolerance and celebration of diversity</li><li>• <b>Whanaungatanga</b> - demonstrating participation, leadership and service through working with others and making good connections within our community</li><li>• <b>Tūmanakotanga</b> - demonstrating aspiration, high expectations and excellence, through a growth mindset, creativity, commitment and resilience</li></ul>
<b>1.4 Collective ambition</b>	A standout learning community that realises our students’ potential now and in the future.

## 2 Ō Tātou Aratohu – Our Direction

### 2.1 Strategic Essence

The essence of this strategic plan is centred on: building pride and raising profile

### 2.2 Strategic priorities

The six strategic priorities, established by the Board of Trustees and Senior Leadership team, for the next five years are:

<b>A. Roskill Way</b> – reinvigorating the Roskill Way as the reference point for the school’s values and expectations
<b>B. Dynamic pathways</b> – diversifying the opportunities for all students to develop their inherent potential now and to move confidently into the next phase of their life
<b>C. Exceptional staff</b> – supporting and enabling staff to achieve their professional and personal aspirations and to be inspiring leaders of learning
<b>D. Creative connections</b> – forging mutually beneficial relationships with whanau, feeder schools, alumni and industry
<b>E. Energised profile</b> – ensuring more people know about what makes MRGS successful in impacting the lives of students
<b>F. Quality facilities</b> – provisioning the school with learning spaces appropriate to a 21 <sup>st</sup> century education

### 2.3 Priorities and projects

Strategic priority	Critical outcomes	Projects
<b>A Roskill Way</b>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>Greater clarity in what The Roskill Way means for every student</li> <li>Every student and staff member lives and breathes The Roskill Way</li> </ul> <b>Progress and performance measures:</b> <ul style="list-style-type: none"> <li>Student voice, using a quota survey</li> <li>Embed The Roskill Way</li> <li>Achievement</li> <li>Number of teams in premier competitions</li> </ul>	<b>A 1. Culture of Excellence</b> – Further develop commitment to achievement by Maori, Pasifika and MEAR students, scholarship success, and achievement of sports teams. <i>(Critical)</i>
		<b>A 2. Pride perceptions and expectations</b> – Further develop and implement the elements of the Roskill Way, reframe standards and expectations across a range of issues to set the tone within the school, engender pride, and shape perceptions of MRGS <i>(Critical)</i>

## 2. Ō Tātou Aratohu – Our Direction

### 2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
<p><b>B Dynamic pathways</b> – diversifying the opportunities for all students to develop their inherent potential now and to move confidently into the next phase of their life</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Staff know the learners, and delivery of learning is flexible</li> <li>• Our programmes are inclusive of students at all levels</li> <li>• All students succeed in achieving their aspirations</li> <li>• Our learners are fit for the world they are moving into and our community understands that</li> </ul> <p><b>Progress and performance measures:</b></p> <ul style="list-style-type: none"> <li>• Leaving/destination data</li> <li>• Achievement data</li> <li>• Student voice – perceptions of the quality of programmes</li> </ul>	<p><b>B 1. Diverse curriculum</b> – Increase the diversity of our curricular and co-curricular programmes through flexible timetabling and drawing on a range of initiatives, e.g. project-based learning, cross-curricular connections etc. to lift student engagement and better prepare students for life beyond school (<i>Critical</i>)</p>
		<p><b>B 2. Differentiated Learning</b> – Empower teachers to embed differentiated learning strategies in all teaching and learning approaches with a focus on individual student engagement and accelerating achievement (<i>Critical</i>)</p>
		<p><b>B 3. Vocationally based programs</b> – By means of learning modules, trades academies or external providers, develop pathways for students that will lead them more directly to their career choices (<i>Critical</i>)</p>
		<p><b>B 4. Performing Arts Academy</b> – Establish a well-resourced performing arts program, especially for Year 8, 9, 10 students, to build the competencies of those students, draw more students from contributing schools, and lift the profile of the school (<i>Significant</i>)</p>

## 2. Ō Tātou Aratohu – Our Direction

### 2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
<p><b>C Exceptional staff</b> – supporting and enabling staff to achieve their professional and personal aspirations and to be inspiring leaders of learning</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Staff who understand, are aligned with and actively progress our intended strategic direction</li> <li>• Staff who have a positive, solution-focussed mindset</li> <li>• Staff supported and enabled to grow personally and professionally, and who believe they can make a difference</li> </ul> <p><b>Progress and performance measures:</b></p> <ul style="list-style-type: none"> <li>• Responses to ‘staff perceptions’ survey</li> <li>• Proportion of staff active in lead teams</li> </ul>	<p><b>C 1. Support for and development of middle management</b> – Through internal reviews, joint planning and performance reviews, build a culture of collaboration across departments, expand leadership capacity of HoDs in line with the school’s vision, purpose and strategic direction (<i>Critical</i>)</p> <p><b>C 2. Leadership capacity within the staff</b> – Identify and provide opportunities for current and emerging leaders to grow their leadership capabilities, both within the school and the wider educational sector, through professional learning, rotational leadership, secondments, research and participation in the implementation of the strategic plan (<i>Critical</i>)</p> <p><b>C 3. Recognition and rewards</b> – Investigate and implement ways to consistently acknowledge the exceptional efforts and achievements of past and present staff in ways that are personally meaningful to them (<i>Valuable</i>)</p>

## 2. Ō Tātou Aratohu – Our Direction

### 2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
<p><b>D Creative connections</b> – forging mutually beneficial relationships with whanau, feeder schools, alumni and industry</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Families engaged with their children’s education and partnering with the school</li> <li>Feeder schools are aware of what MRGS offers</li> <li>Stronger connections with alumni</li> <li>Interaction with the local business community to generate educational and employment opportunities</li> </ul> <p><b>Progress and performance measures:</b></p> <ul style="list-style-type: none"> <li>Percentage of students in-zone who attend MRGS</li> <li>Number of local businesses offering opportunities to students</li> <li>Number of students engaged in programs with local businesses</li> <li>Number of students engaged in official activities with feeder schools</li> <li>Establishment of an alumni association</li> </ul>	<p><b>D 1. Engagement of parents and stakeholders</b> – Investigate and design a range of events that will bring parents to the school at the start, and throughout their association with the school, to assist by providing connections to develop useful networks, provide work experience, employment opportunities and support in general (<i>Critical</i>)</p>
		<p><b>D 2. Relationships with feeder schools</b> – With a focus on Years 5 and 6 students, establish relationships with teachers and communities by means of events, joint professional learning, seminars, coaching to raise the profile of MRGS and attract further enrolments (<i>Critical</i>)</p>
		<p><b>D 3. Alumni connections</b> – Harness the goodwill present among recent alumni by formally acknowledging outstanding success, mentoring and role modelling programs and ‘decade diners’, and by reinvigorating the Alumni Association (<i>Significant</i>)</p>
		<p><b>D 4. Corporate and business connections</b> – With support from parents and alumni, develop a programmes of networking visits to bring potential supporters and sponsors into the school, with the objective of exploring real world learning opportunities, fundraising possibilities, and to help shape public perceptions (<i>Valuable</i>)</p>

## 2. Ō Tātou Aratohu – Our Direction

### 2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
<p><b>E Energised profile</b> – ensuring more people know about what makes MRGS successful in impacting the lives of students</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Greater clarity around the MRGS brand and identity</li> <li>Tertiary educational institutions and business organisations recognise the qualities of MRGS graduates</li> <li>Successes are more intentionally acknowledged and celebrated and more widely publicised</li> </ul> <p><b>Progress and performance measures:</b></p> <ul style="list-style-type: none"> <li>Number of enrolment applications and acceptances</li> <li>Marketing plan developed and implemented within six months</li> <li>Percentage of in-zone families enrolling at MRGS</li> <li>Number of positive messages in the media</li> </ul>	<p><b>E 1. Marketing Plan</b> – Identify the core distinctives of MRGS and develop a comprehensive marketing plan to raise awareness, increase enrolments and generate support among targeted audiences (<i>Critical</i>)</p>
		<p><b>E 2. Internal marketing</b> – To harness word of mouth endorsement, and to engender a strong sense of pride within the school community, more consistently and overtly celebrate the achievements of present and past students across a wider range of media (<i>Significant</i>)</p>
		<p><b>E 3. Community presence and outreach</b> – Expand the range of activities in which students are involved in the community, e.g. ecological projects, community service, civic events, to provide learning experiences, live out the values that underpin The Roskill Way, and boost the school’s reputation (<i>Valuable</i>)</p>
		<p><b>E 4. Demographic analysis</b> – In conjunction with Housing New Zealand, Council, government agencies and local support groups, develop a greater understanding of the impact that future population growth and housing developments will have on enrolments, the socioeconomic profile of the school, and housing affordability for younger teachers (<i>Valuable</i>)</p>
		<p><b>E 5. Marketing function</b> – Undertake a cost/benefit analysis to determine the value of employing a dedicated marketer to develop, implement and monitor the Marketing Plan and to plan and coordinate all marketing activities (<i>Valuable</i>)</p>



## 2. Ō Tātou Aratohu – Our Direction

### 2.2 Priorities and projects

Strategic priority	Critical outcomes	Projects
<p><b>F Quality facilities</b> – provisioning the school with learning spaces appropriate to a 21<sup>st</sup> Century education</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Development of contemporary learning spaces that are reflective of modern, future-focussed education</li> <li>• A creative, innovative and welcoming build environment that reflects our distinctive and inspires staff and students</li> </ul> <p><b>Progress and performance measures:</b></p> <ul style="list-style-type: none"> <li>• Student hub constructed by 2021 and Performing Arts Centre by 2028</li> </ul>	<p><b>F1. Student hub</b> – Confirm a construction date for the student hub, direct the Project Mangers to effect this, and seek release of the 5YA funds within the time frame (<i>Critical</i>)</p>
		<p><b>F2. Performing Arts Centre</b> – Secure funding (including sponsorship) for a Performing Arts Centre available for school and public use and to further profile the role of the Arts at MRGS (<i>Critical</i>)</p>
		<p><b>F3. Sports facilities</b> – Finalise plans for sports facilities and amenities to commence in the next planning cycle – including a capital campaign to partially fund the project (<i>Significant</i>)</p>
		<p><b>F4. Flexible learning spaces</b> – Create flexible, multipurpose learning spaces by modifying current classrooms, where feasible, to accommodate evolving teaching and learning practices, e.g. differentiated learning, shared teaching (<i>significant</i>)</p>
		<p><b>F5. Refurbishment and revitalisation</b> – Identify buildings and areas of the school that impact on first impressions, e.g. paintwork, lockers, green spaces, and design and put I place a program of upgrades (<i>Significant</i>)</p>
		<p><b>F6. Housing for staff</b> – Investigate options for providing nearby housing for staff (e.g. renting and subsidising flats, purchasing land on which to develop housing) to assist younger teachers wanting to join the MRGS staff (<i>Valuable</i>)</p>

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## 3 Ō Tātou Hua – Our Results

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### 3.1 Key Performance indicators

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

Measures	Baseline	Stretch targets
	2018	2023
• Enrolled students	1860	2100
• Number of NZ Scholarships	27	70
• Percentage of MRGS students who are in-zone	58%	75%
• UE pass rate	55%	70%
• Number of registered members of the MRGS Alumni Association	0	1000
• Likelihood of staff recommending MRGS (on a scale of 1-10) to friends and colleagues in education as a place to work – percentage assigning 8, 9 or 10	N/A	70%

### 3.2 Changed impressions and perceptions as a result of implementation of the plan

By the end of 2023 it is expected that the following will have been put in place or achieved:

- The Roskill Way understood and demonstrated in the attitudes and actions of every student
- A strong sense of purpose, movement and interest
- Brighter and new buildings
- Vibrant classrooms full of energy
- More national awards for excellence in education, sport, arts
- Greater pride in the school on the part of students, staff and the community
- Strong relationships underpinned by a sense of belonging and being valued
- Alumni actively invested in a wide range of activities around the school