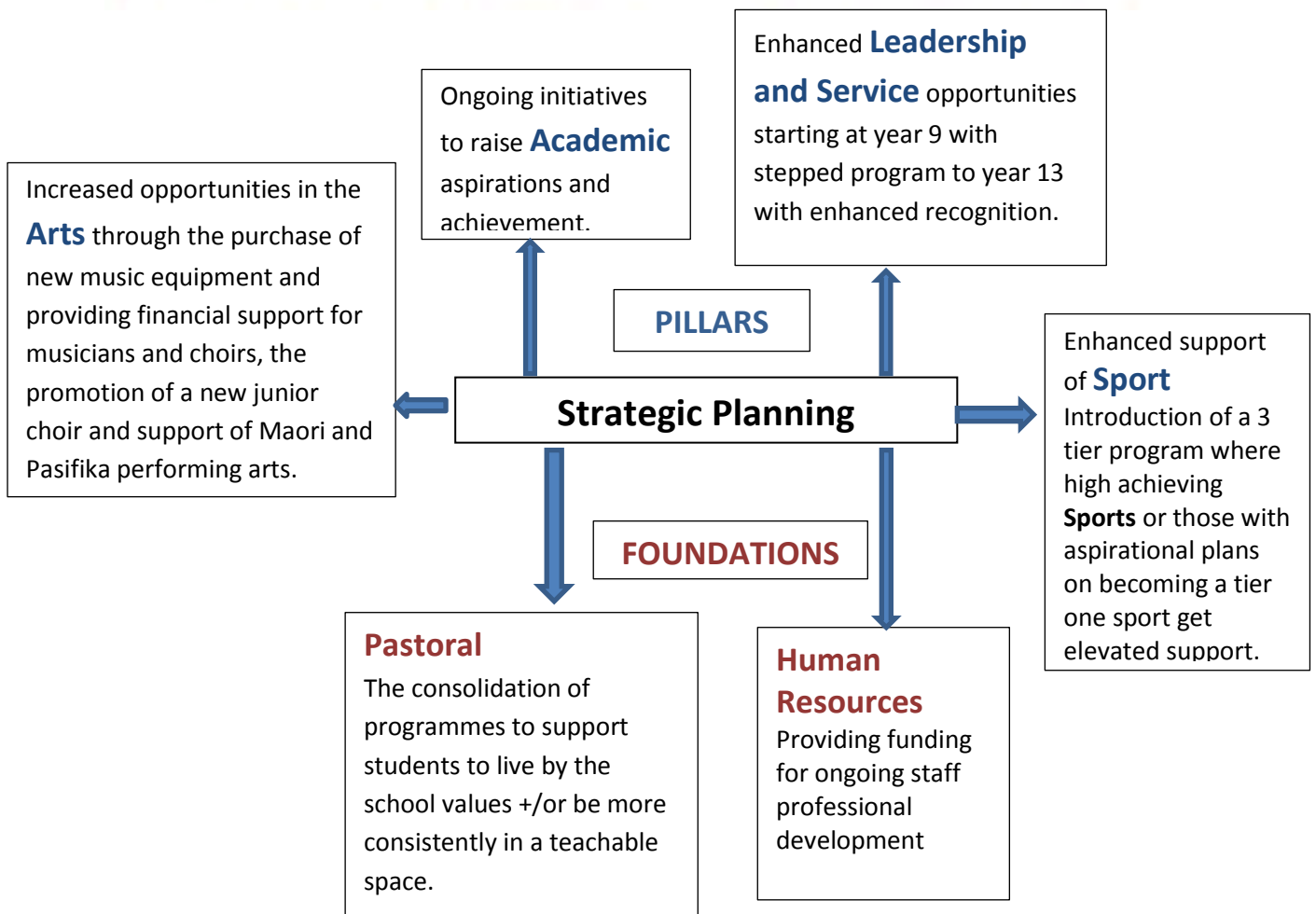
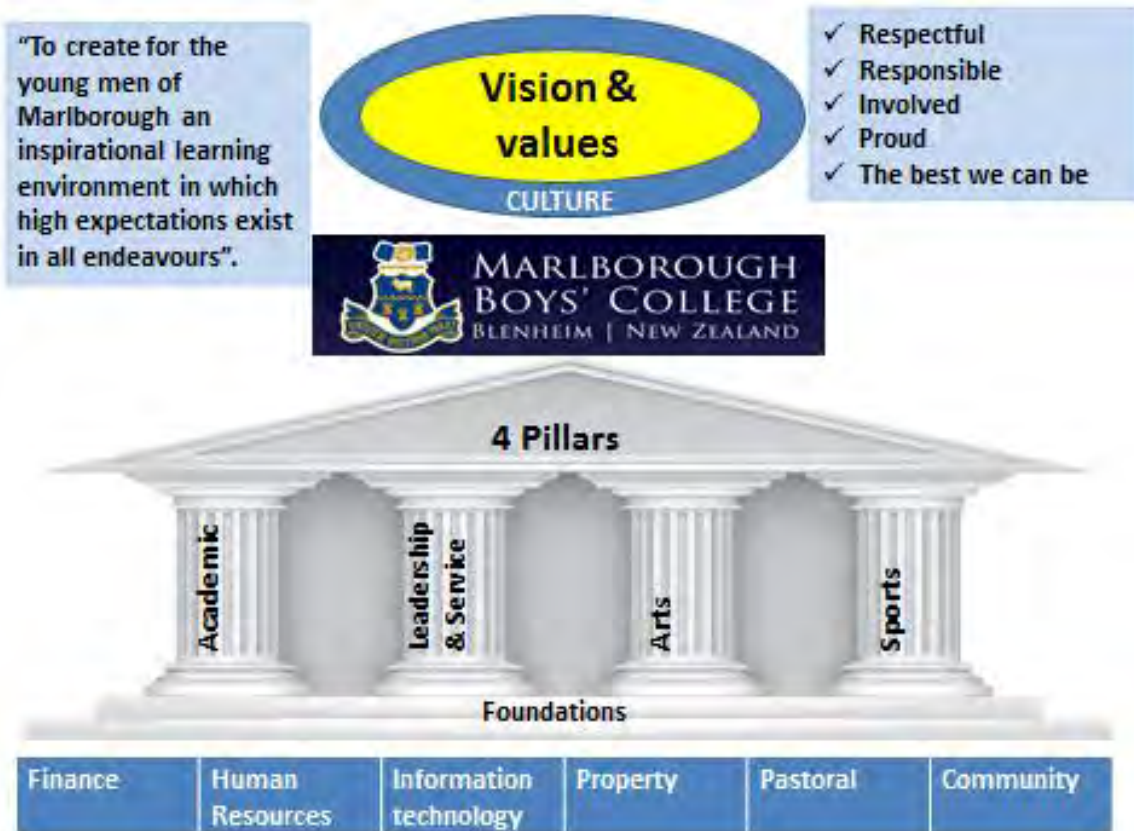




# Marlborough Boys' College 2015 Strategic Planning Focus Areas



## 2015 Strategic Challenges

### 1. The desire to maintain the momentum of increased academic achievement.

Pass rates in 2014 increased by 5% in level 1, 6% in level 2 and 12% in level 3. Achievement rates have increased dramatically over the last 5 years. For example, in NCEA level 1 pass rates have improved from 60% in 2009 to 82% in 2014. Pass rates in NCEA level 2 have improved from 72.5% to 87% while level 3 rates although slower to increase have risen from 64% to 72%.

| Participation %<br>pass rates by<br>Year level | 2009 | 2013 | 2014 |
|--|------|------|------|
| Yr. 11 NCEA L1                                 | 60   | 77   | 82   |
| Yr. 12 NCEA L2                                 | 72.5 | 81   | 87   |
| Yr. 13 NCEA L3                                 | 64   | 60   | 72   |

Supporting higher ability students to achieve to their potential has been a focus of annual plans since 2011 and our more academic students have been achieving at a significantly higher level than they were in the past. Last years' level 1 result was especially pleasing with 49% of the cohort who achieved NCEA doing so with excellence or merit, up from 11% in 2009.

| % Excellence Endorsements |      |      | % Merit Endorsements |      |      |
|---------------------------|------|------|----------------------|------|------|
| Year level                | 2009 | 2014 | Year level           | 2009 | 2014 |
| 11 L1                     | 0    | 15   | 11                   | 11   | 34   |
| 12 L2                     | 1.5  | 8    | 12                   | 11   | 18   |
| 13 L3                     | 3    | 8    | 13                   | 6    | 24   |

#### % Excellence or Merit Endorsement

| Year level | 2009 | 2014 |
|------------|------|------|
| 11         | 11   | 49   |
| 12         | 12   | 26   |
| 13         | 6    | 32   |

📌 Scholarship Passes rose from 3 in 2013 to 11 in 2014 with 4 being Outstanding Scholarships

**Academic focus – continue raising the bar !**  
*With an uncompromising focus !*



First time in MBC History a family double DUX ? 2012 & 2014  
 Piers & Leatham Landon-Lane



2013 Prime Ministers Science award Tom Morgan



2014 funding from Checkley Trust to support GATE programme and MCCF to support students aspiring for NCEA excellence and scholarship

2014 49% Year 11 students achieve merit or excellence in NCEA L1 up from 11% in 2009

Scholarship numbers rise from 3 in 2013 to 11 in 2014

Piers Landon-Lane top Chemistry student in NZ in 2014

## 2015 Strategic Challenges

2. The desire to maintain the momentum of increased academic achievement while managing the changing profile of MBC

- a) **Students with specific learning needs** – we have 97 students with identified moderate to severe learning needs.

The CEM results of 2015 Year 9 suggest this will rise.

- b) **Pasifika population**

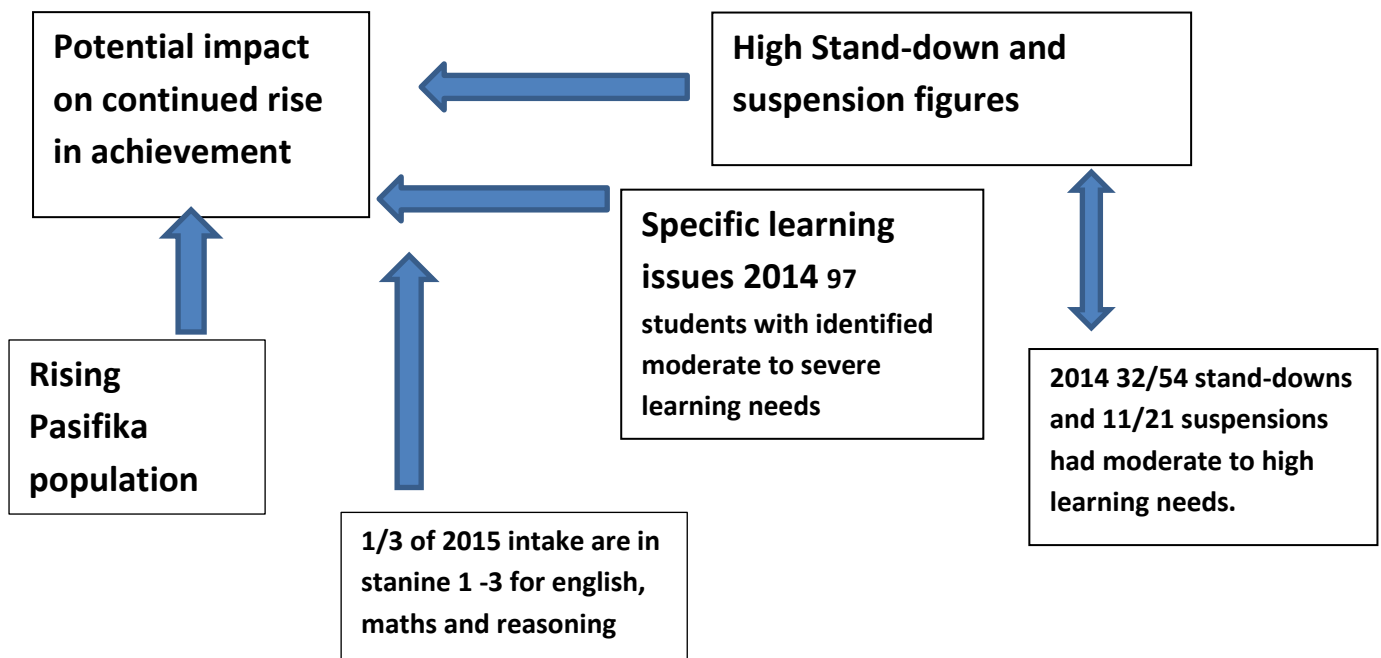
| 2014 | 2015 | 2016 | 2020 |
|------|------|------|------|
| 28   | 35   | 60   | ???  |

- c) **Our stand-down and suspension figures are an issue** – not reflective of a successful school

|      | Stand-down | Suspension | Exclusion/Expelled |
|------|------------|------------|--------------------|
| 2009 | 41         | 33         |                    |
| 2010 | 60         | 27         | 7                  |
| 2011 | 15         | 17         | 4                  |
| 2012 | 25         | 26         | 4                  |
| 2013 | 35         | 17         | 4                  |
| 2014 | 54         | 21         | 3                  |

Maori = 19% population but 43% stand-downs and 76% suspensions.

There are some obvious links between this data

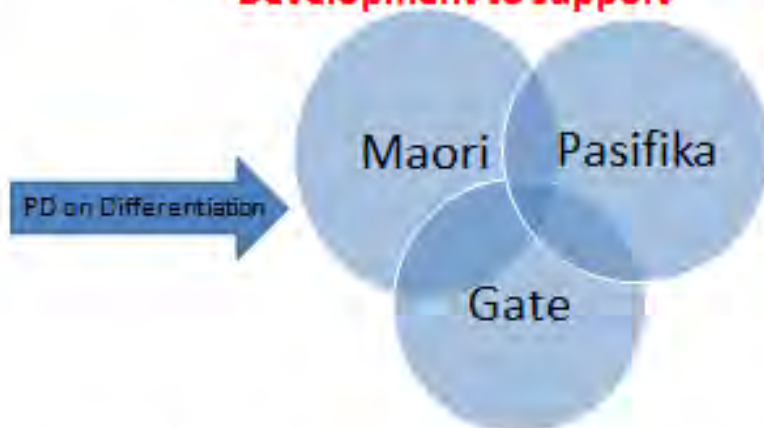


*Academic focus – continue raising the bar !  
With an uncompromising focus !*



### Our solution 1 – Upskill the teachers

**Focus on Classroom Practice (sharpening our tools)– we are getting MOE Professional Development to support**



The Pasifika, Gate and Differentiation support comes with advice but not \$ to release staff to plan and implement programmes.

Academic focus – continue raising the bar !  
*With an uncompromising focus !*



**Our solution 2– supporting students to live by the values of MBC and to be the best they can be – to be in the maximum teachable state**

**PB4L Tier 1**

Support school values and expectations to be in-bed in 90%+ students  
Cost \$15,000

**PB4L Tier 2**

Develop and maintain an inclusion centre in the school for the 5%+ students in a non teachable space  
Cost \$41,000

Academic focus – continue raising the bar !  
*With an uncompromising focus !*



**Our solution 3 –Support students in their learning**

**Supporting students with specific learning needs including literacy.**

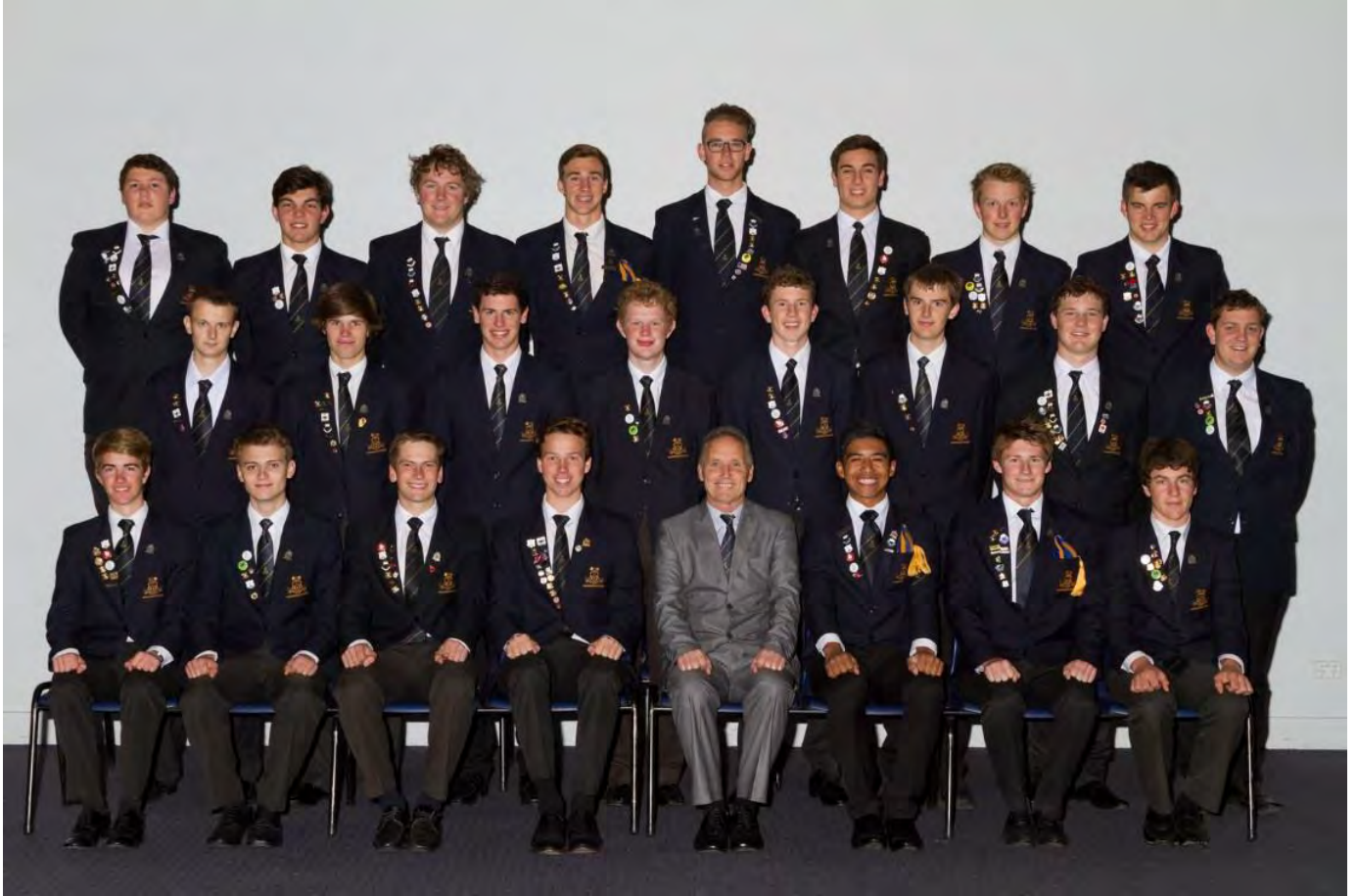
Increase learning assistants to support students and programmes from 2 to 4  
Support PD in Differentiation  
(\$33,600 needed)

**Supporting ESOL students**

Support Elementary Programme  
(\$7000 needed)

## 2015 Strategic Challenges

### 2. The desire to develop further our leadership and service programmes



**CAN YOU HELP US? CAN YOU HELP US? CAN YOU HELP US?**

### 3. The desire to develop further our sporting programmes

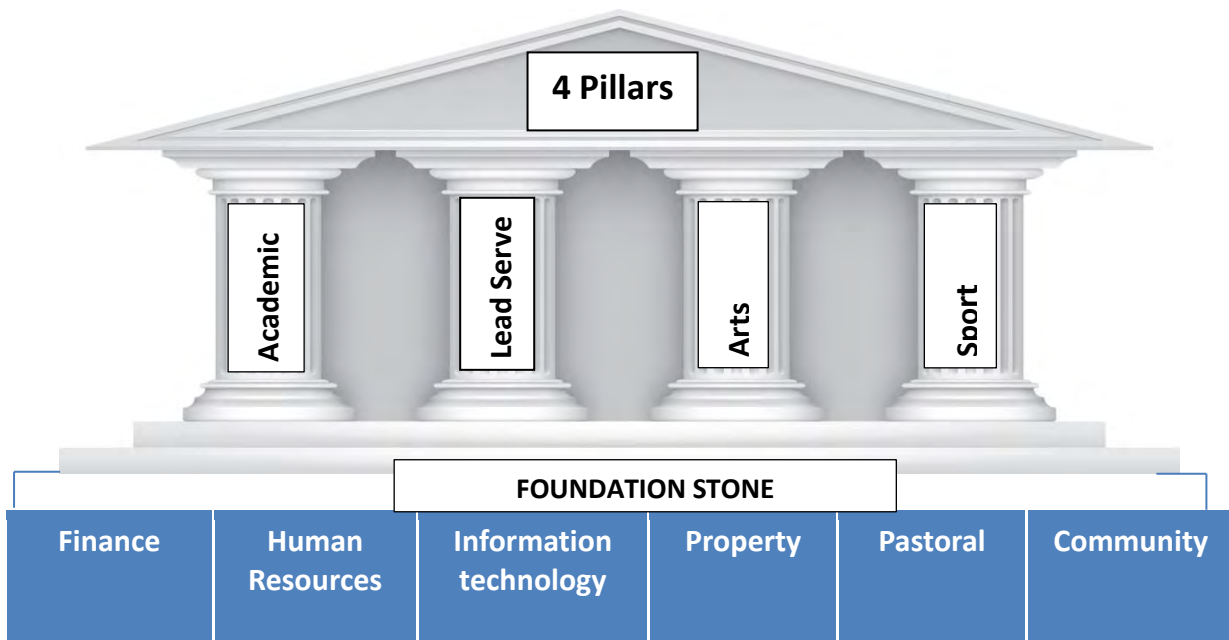


**CAN YOU HELP US? CAN YOU HELP US? CAN YOU HELP US?**

#### 4. The desire to further support Arts programmes in the school



**CAN YOU HELP US? CAN YOU HELP US? CAN YOU HELP US?**



**Individual Project applications to the Board, PTA, Old Boys' Association and MCCF**

| PILLAR             | ACTIVITY                             | \$ asked for on top of MOE funding | Other funding sources? | Supported by ????? |
|--------------------|--------------------------------------|------------------------------------|------------------------|--------------------|
| Academic           | Professional Development             | \$19,750                           |                        |                    |
|                    | ESOL                                 | \$11,550                           |                        |                    |
|                    | Learning Support                     | \$33,600                           |                        |                    |
|                    | Maori                                | \$21,950                           |                        |                    |
|                    | Pasifika                             | \$11,000                           |                        |                    |
|                    | Gifted and Talented                  | \$3,848                            | Checkley Trust         |                    |
|                    | Scholarship Teaching and Learning    | \$16,000                           |                        | MCCF               |
|                    | Library                              | \$24,097                           |                        |                    |
|                    | Robotic and Mechatronic Club         | \$2,500                            |                        |                    |
| Leadership/Service | Leadership                           | \$19,500                           |                        |                    |
| Arts               | Arts – Performance music             | \$24,575                           |                        |                    |
|                    | Arts - Choirs                        | \$5,635                            |                        |                    |
|                    | Arts – Musical Theatre Production    | \$6,000                            |                        |                    |
|                    | Arts – Maori performing arts         | \$10,100                           |                        |                    |
|                    | Arts – Pasifika performing arts      | \$5,995                            |                        |                    |
| Sport              | 1) Staff relief                      | \$21,000                           |                        |                    |
|                    | 2) Discretionary Sports fund         | \$20,000                           |                        |                    |
|                    | 3) Kiwi Sport wages / Equipment      | \$4,051                            |                        |                    |
|                    | 4) Swimming Pool testing / chemicals | \$3,115                            |                        |                    |
| <b>FOUNDATIONS</b> |                                      |                                    |                        |                    |
| Pastoral           | Pastoral – PB4L Tier 1               | \$15,000                           |                        |                    |
| Pastoral           | Pastoral – PB4L Tier 2               | \$40,794                           |                        |                    |
| Property           | Environment                          | \$6,450                            |                        |                    |
| Community          | Marlburian                           | \$4,000                            |                        |                    |



## MBC Academic Focus





## Marlborough Boys' College Strategic Goals and Plans

| Project  | Professional Development   |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> | <p><b>Increase the present PD budget.</b><br/>           Participate in MOE supported PD on Raising Maori Achievement, Pasifika achievement, GATE, Pasifika, Differentiated learning and PB4L Tier 2 and 3.</p> <div style="text-align: center;"> </div> <p><b>P.D. Opportunities to support consolidation</b></p> <p>Increased skills in the areas of specific learning needs (Autism, dyslexia), Literacy, expertise with Scholarship and Gifted and Talented students.<br/>           Increased knowledge through attendance at best practice workshops of individual subject at all levels.<br/>           For more staff to access the most up to date pedagogy in the specific subject area by attending conferences.<br/>           Initial planning to develop a middle/emerging leader's programme (possibly with MGC/QCC). More support staff to engage in PD to better support the staff and students at MBC.<br/>           Essential and annual Health and safety training for staff.</p> <p>How will we measure our results?<br/>           Evaluation forms from staff<br/>           Students surveys and feedback forms<br/>           Improved engagement and achievement in the NCEA???</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>To invest in our biggest and most important resource is vital.<br/> <b>The present budget of \$21000 is inadequate to provide PD for a staff of 107 (Teaching and non-teaching).</b> Most courses are in Nelson, Christchurch, or the North Island and therefore are a minimum of \$500 and up to \$1000, once fees, travel and accommodation are totalled.<br/>           All the MOE supported PD described above except the Maori achievement come with personnel support rather than \$. Relief costs to be involved in these initiatives must be paid by us.<br/>           We may need to be more creative whereby we invite presenters here for the day and combine with MGC/QCC or even schools from Nelson. This could save money in travel and accommodation costs but would require significant organisation.</p> <p>45 year 9 students came to MBC with very differing learning needs in 2014.<br/>           The achievement rates of Maori and Pasifika students while showing dramatic improvement remains lower than the general population.</p>  |

|   |  |
|---|--|
| MBC is an institution will be better off if this application is successful because? | <p><b>The proposal links to the Strategic Plan/Charter in the following ways:</b></p> <p><b>NAG 3 Personnel</b></p> <ul style="list-style-type: none"> <li>Professional development will be provided to up skill teachers in developing teaching and learning strategies that will promote increased student engagement (2012 – 15).</li> <li>Leadership skills in the school will be fostered (2012-13).</li> </ul> |
| Students will be better off from this application because?                          | The staff will be upskilled to better support their needs whatever they may be. They will have also made links with other schools/providers to better access the resources and knowledge to support them   |
| Who will benefit?   | Staff and students<br>Aspiring staff will have specific training to better prepare them for the step up to middle management.<br>All staff will have access to funds to develop their areas they need to.  |
| How many will benefit?  | Most/All staff   |
| How will you acknowledge the organisation that supports you?                        | Invites to PD<br>Observation of staff<br>Staff to present to the community   |

## BUDGET Professional Development

| Elements   | Supporting Information   | Cost                          |
|--|--|-------------------------------|
| Plan for a middle/emerging leaders programme                       | Link with outside PD providers and University's                    | \$0                           |
| Maori Achievement  | 2 staff with class drop<br>Staff relief<br>Conference attendance   | \$24,000<br>\$2,000<br>\$2000 |
| GATE   | Provide teacher relief and transport for MOE supported initiatives | \$1,500                       |
| Pasifika   |  | \$2,000                       |
| Differentiated learning  |  | \$6,000                       |
| PB4L   |  | \$2,000                       |
| Literacy/ESOL  |  | \$2,250                       |
| E Learning   | Teacher relief for lead ICT teachers                               | \$4,000                       |
| Scholarship  |  | \$2,000                       |
| Health and Safety PD including first aid                           |  | \$3,000                       |
| Faculty PD – best practice workshops, Curriculum based conferences |  | \$18,000                      |
| <b>Total Cost</b>  |  | <b>\$68,750</b>               |
| Minus contribution by outside providers                            | Maori achievement project  | \$28,000                      |
| Minus contribution provided in 2015 school budget                  | The cake   | \$21,000                      |
| <b>To make this a reality we need</b>                              | <b>The icing</b>   | <b>\$19,750</b>               |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | ESOL – Also see the proposals for Supporting Students with specific learning needs including literacy and supporting Pasifika students   |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>Establish a literacy support programme that runs in conjunction with the ESOL (English as Second Language) programme.</p> <p>We trialled 6 boys in 2014 on an intensive elementary computer based literacy programme with an outside provider supported by the MOE. This programme runs 1-2 hours per day with the support of a teacher aid. This programme has been restricted to recent migrants. The MOE have withdrawn their support for it. The boys in 2014 have worked from the foundation levels of the Ellps (English Language Progression) into stages 1 and 2. We want to extend this programme to the 12 boys for whom literacy is the greatest impediment to learning.</p> <p>We expect the students to improve their English levels to complete stages 1 and 2 and start to complete stage 3 (and possibly 4 for a few).</p> <p>In 2015 as well as the 12 boys in the computer based literacy programme we have 10 boys in a junior ESOL class and 13 in a senior ESOL class. We want to plan in 2015 for the establishment of a 3 level ESOL programme that sit above the elementary programme. Students would be in a beginner, intermediate and senior ESOL option depending on their level of English.</p> <p>Investigate new programme – Pause Prompt Praise as part of Eke Kia Panuku initiatives to raise Maori student achievement.</p> <p>The contracted outside provider provide detailed data on the student’s achievement and progression through the Ellps.<br/>           Information from their teachers and improved junior diploma and assessment scores within the whole school</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>We need to plan for increasing ESOL numbers in the future. Pasifika numbers are expected to rise significantly in upcoming years. With a new quota arrangement many of these will be recent arrivals with English as their second language. The levels of English are often at the foundation level which does not allow them to access the curriculum at the level of a secondary student even if they are intellectually able to do so. This planning is critical if we are to consolidate/improve our school-wide academic results in upcoming years. There is no doubt the changing demographic of our school will pose challenges to our focus on improving academic achievement rates at MBC.</p> <p>Information/data from the contributing schools and local community.</p>  |
| <p>MBC is an institution will be better off if this application is successful because</p>  | <p><b>The proposal links to the Strategic Plan/Charter in the following ways:</b><br/>           Goal B) “To raise expectations and achievement for all with a focus on priority learners including Maori, Pasifika and students with special education needs.” Page 3 of the 2015 MBC School Charter<br/>           “The long term aspirational goal is to have Pasifika students achieve at levels comparable with their year-level peers in NCEA.” Pg. 7 of the 2015 MBC School Charter</p>   |

|  |  |
|--|--|
|  | Students will be better positioned to achieve to their ability in external examinations in the future and enable our continued improvement in external exam results. |
| Students will be better off from this application because?   | They will be supported to achieve literacy levels that support achievement throughout their life at school.  |
| Who will benefit?  | Staff in other classes will benefit from having less of a range of literacy levels to cope with.   |
| How many will benefit?                                       | 2015 – all of the ESOL students.   |
| How will you acknowledge the organisation that supports you? | School newsletters.<br>School website.   |

## BUDGET ESOL

| Elements   | Supporting Information               | Cost   |
|--|--------------------------------------|--|
| Elementary Programme   | 12 students                          | \$1,200  |
| Teacher Aid for elementary programme                           | 12 hours per week                    | \$11,500   |
| Teacher Aid for 2 ESOL classes                                 | 12 hours per week                    | \$9,600  |
| Teaching cost for 2 classes                                    |                                      | \$24,000   |
| ESOL resources   |                                      | \$2,000  |
| Staff PD / visiting other schools etc                          | 3 days relief<br>Travel              | \$750  |
| Planning for 2016 extended programme                           | including 2015 conference attendance | \$1,500  |
| <b>TOTAL COST</b>  |                                      | <b>\$50,550</b>  |
| Minus contribution provided in 2014 school budget – the cake   |                                      | \$24,000 (Staffing)<br>\$15,000 (ESOL budget)<br><b>\$39,000</b> |
| Minus contribution provided by external providers              |                                      | \$0  |
| Contribution required from Old Boys', PTA and MCCF – the icing |                                      | <b>\$11,550</b>  |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Supporting Students with specific learning needs including literacy   |
|--|---|
| <p>Project Description<br/>What we will do?<br/>What will be different from now?<br/>What we hope to achieve?</p> <p>How we will measure your results?</p> | <p>Establish a more comprehensive programme for students with identified learning needs</p> <p>Extend trials of</p> <ol style="list-style-type: none"> <li>a) Avall <ul style="list-style-type: none"> <li>• In 2014 we had 1 class and second trial of 8 students</li> <li>• In 2015 we propose to 2 classes</li> </ul> </li> <li>b) Toe By Toe <ul style="list-style-type: none"> <li>• In 2014 we had 5 students</li> <li>• In 2015 we propose to 12 students</li> </ul> </li> </ol> <p>Offer PD on Differentiated Learning as a PLG opportunity.<br/>Learning assistants will be given specific training to support students and teachers with strategies to mitigate learning issues.<br/>In 2014 we have 2 learning assistants for 97 identified students<br/>In 2015 we would like this number to be 4.<br/>The 2 new learning assistants would:</p> <ol style="list-style-type: none"> <li>1. Work with the literacy teacher to expand the number of students that she works with</li> <li>2. Run the Toe by Toe program</li> <li>3. Support the 2014 PLG programme on differentiated learning.</li> </ol> <p>Reduced stand-downs<br/>Student Satisfaction surveys<br/>Improved scores in PAT and literacy tests (probe, Burt, etc)<br/>Improved scores in assessments and junior diploma</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>We need to provide active support to a greater number of students in need. There are 97 students with identified learning needs ranging from Autism, Dyslexia, Dyspraxia and general low levels of literacy and numeracy. There are more that have been identified once at MBC that the contributing schools have flagged but not provided full details.</p> <p>In the University of Canterbury entrance test of this year's year 9 58, (1/3 of the intake) scored in stanine 1-3 English, Maths and in the reasoning test. Students can score in stanine 1 (lowest 10%) to stanine 10 (highest 10%).</p> <p>Of the 97 students with identified learning needs there are 39 students on the Special Assessment Conditions register and another 13 could be added if funding was available for testing. All of these students require reader/writer in assessments.</p> <p>There is a very obvious link between learning issues and stand down and suspensions. There is direct evidence the frustration caused by Learning issues impacts on behaviour. Of the 51 stand-downs in 2014 32 had identified specific learning needs, with others having general learning needs they need to be further investigated. Of the 21 suspensions in 2014 11 had identified specific learning needs.</p>      |
| <p>MBC is an institution will be better off if this application is successful</p>  | <p><b>The proposal links to the Strategic Plan/Charter in the following ways:</b><br/><b>NAG 1</b><br/>Support identified priority learner groups (2012 – 15) Develop, resource</p>   |

|  |   |
|--|---|
| because  | and monitor programs for:<br>o Students with special needs<br>o Students for whom literacy problems can potentially cause disengagement<br>Priority Learner Group 7 – Students for whom Literacy Problems can Potentially Cause Disengagement pg. 21 of the charter   |
| Students will be better off from this application because?   | They will be supported to develop strategies that support their achievement throughout the school.<br>Support with their literacy and numeracy in class with Learning assistants working/planning with the teachers to differentiate the program<br>Out of class with specific programs to develop this e.g. Avaiill, Toe by Toe and Stride Ahead |
| Who will benefit?  | Staff will benefit from support for these students allowing them to work in a strategic way with additional trained support within their class.<br>Improved behaviour, engagement and achievement by students will have a positive spin-off for other class members with potentially less focus on behaviour and more on learning in classrooms.  |
| How many will benefit?                                       | 2015 40-60 students   |
| How will you acknowledge the organisation that supports you? | Invite to prize giving<br>Letters from the students<br>Students to report to them about how they have progressed  |

### **BUDGET Supporting Students with specific learning needs including literacy**

| <b>Elements</b>  | <b>Supporting Information</b>   | <b>Cost</b>             |
|--|---|-------------------------|
| 4 learning assistants                                  | 25 hrs X \$ 19 per hr x 40 weeks  | \$76,000                |
| Resources for Avaiill                                  | The DVD's and teacher packs have already been purchased                     | nil                     |
| Books for Toe by Toe                                   | 12  | \$600                   |
| PD for staff   | Dyslexia/literacy, Autism courses   | Nil – through PD budget |
| PD on Differentiation                                  | Facilitated by MOE staff – teacher release 8 staff x 3 days 24 days X \$250 | \$6,000                 |
| <b>Total Cost</b>                                      |   | <b>\$82,600</b>         |
| Minus contribution by outside providers                | From SEG + RTLB Learning Support Funding Yr 11-13 funding                   | \$49,000                |
| Minus contribution provided in 2015 school budget      | The cake<br>See above   |                         |
| <b>Contribution asked from PTA, Old Boys' and MCCF</b> | <b>The icing</b>  | <b>\$33,600</b>         |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Raising Maori Achievement  |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> | <p><b>Mana Motuhake: Develop our talent</b></p> <ol style="list-style-type: none"> <li>1. Support senior students to attend orientation visits to Canterbury and Victoria University.<br/>               Rationale: Raising aspirations of students. Seeing a world beyond Blenheim.</li> <li>2. Promote participation and performance in Te reo. Attend Manu Korero regionals (MBC) and nationals (Porirua).<br/>               Rationale: Strengthening speech making and cultural identity amongst our Māori students.</li> <li>3. Scholarship for intermediate student entering into college<br/>               Rationale: Promoting MBC values. Support for financially disadvantaged Māori student. Reaching out to our community.</li> <li>4. Guest Speakers<br/>               Rationale: The opportunity for our students to see Māori achieving as Māori. Opening their eyes to what is possible – essential in an isolated community like Blenheim.</li> <li>5. Research into contextual cultural giftedness indicators for Māori<br/>               Rationale: Our identification procedures do not reflect a “cultural lens” for looking at giftedness amongst our Māori students. As per Dr Melinda Webber’s research (amongst others), giftedness indicators are culturally and contextually located and need to be defined with consultation with the community for which they represent. Identifying key indicators for success for Māori, as Māori, is critical to raising achievement for all Māori students.</li> </ol> <p><b>Kotahitanga: Creating a culturally responsive environment</b></p> <ol style="list-style-type: none"> <li>1. Provide culturally responsive curriculum opportunities for students.<br/>               Rationale: Source tutors for Maurakau and Carving to allow Maori to achieve as Maori.</li> <li>2. Culturally appropriate classroom fund (for all classrooms)<br/>               Rationale: Our Māori students need to feel that their culture is valued at our school. Many of our classrooms do not reflect this. Departments have to fund this from their curriculum budgets, despite this being an essential part of school-wide practice.</li> <li>3. Culturally appropriate signage / art work (values etc.)<br/>               Rationale: Our Māori students need to feel that their culture is valued at our school. Our buildings and signage reflect a mono-cultural world view.</li> <li>4. Banners<br/>               Rationale: These are used on stage at Manu Korero, kapa haka and all things Māori. Currently we have banners that are shared between the three colleges, which is not ideal. The current banners are also in poor condition.</li> <li>5. Waharoa</li> </ol> |

|  |  |
|--|--|
| <p>How will we measure our results?</p>  | <p>Rationale: We are one of the few schools in the top of the south without a Waharoa. We would like to change that.</p> <p>6. Wharetipuna<br/>Rationale: Reaching out to our community. Māori people coming into our school would feel more welcome if we had a wharetipuna. We could use this for whanau hui, discipline meetings etc., which would be a more culturally inclusive setting than we have at present.</p> <p>7. PD for staff on the Treaty of Waitangi<br/>Rationale: Staff will have an understanding of the significance of the treaty to education.</p> <p>8. PD for board and SLT (discipline committee)<br/>Rationale: The board and SLT need to be modelling culturally respectful behaviours when meeting with whanau and students.</p> <p><b>Manaakitanga: Building positive relationships with the community</b></p> <p>1. Relationships with local marae / iwi<br/>Rationale: An important part of any student’s success is good partnerships between student, school and community. This is especially important in Te Ao Māori.</p> <p>Improved Maori presence, retention and achievement.</p> |
| <p>The project is needed because?</p>  | <p>Our staff and students need to be seen to support things Māori. This is one of the fundamental concepts behind the “Building on Success” programme – the Ministry of Education initiative that we have signed up for.</p>   |
| <p>What evidence supports this need?</p>   | <p>The Maurakau and Carving tutor is required to bring in new ideas, encourage more boys to participate and provide local expertise not known by school staff.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p> | <p>MBC is trying to raise Māori achievement and the outcomes of this application being successful would support this.</p>  |
| <p>Students will be better off from this application because?</p>                          | <p>Research shows that Māori students need to feel that their culture is respected and that they can proudly participate within their culture, to perform at their best in all of their studies.</p>   |
| <p>Who will benefit?</p>   | <p>Māori students in the school; Other students who would want to participate; Marlborough Boys’ College community as a whole; the wider community (forging links to the college)</p>  |
| <p>How many will benefit?</p>  | <p>176 Māori students in the school; Other students who would want to participate;</p>   |
| <p>How will you acknowledge the organisation that supports you?</p>                        | <p>Newsletter, assemblies, newspaper, communication to iwi.</p>  |

## BUDGET Maori Achievement

| Elements  | Supporting Information  | Cost                    |
|---|---|-------------------------|
| Orientation visits to Universities                | Relief and teacher accommodation and travel   | \$2,000                 |
| Attendance at Manu Korero Nationals               | Based on 10 students @ \$300 per student + associated costs                                       | \$3,000                 |
| Scholarship                                       | Based on our share of one scholarship of \$1000. Iwi to be approached for the rest.               | \$250                   |
| Guest Speakers                                    | For accommodation, travel and associated speakers   | \$1,500                 |
| Supporting Gifted Maori students                  | For relief, expert advice and associated costs  | \$3,000                 |
| Carving tutor                                     | Based on 55 sessions of 1 hour @ \$58 per session.  | \$3,200                 |
| Maurakau tutor                                    | Based on 40 sessions of 1 hour @ \$58 per session   | \$3,200                 |
| MBC staff supporting kia eke Panuku programme     | 2 staff 1 class drop  | \$24,000                |
| Culturally appropriate classroom fund             | Pay for photocopying, laminating, appropriate resources.  | \$2,000                 |
| Culturally appropriate signage / art work         | For materials and specialist  | \$2,000                 |
| Banners   | 4 @ \$250 each for materials  | \$1,000                 |
| Waharoa   | To be discussed with iwi – design and costs cannot be estimated at this stage                     | ???                     |
| Wharetipuna                                       |   | ???                     |
| PD on Treaty of Waitangi                          | Approach local iwi for support  | \$250                   |
| PD for Board/PD                                   | Associated costs – to be run at school  | \$50                    |
| Relationships with local marae / iwi              | transport, koha, incidental expenses related to community events                                  | \$500                   |
| <b>Total</b>                                      |   | <b>\$45,950</b>         |
| Minus contribution by outside providers           | Funding from E Kia Panuku programme<br>Further Funding from E Kia Panuku programme<br>Iwi funding | \$24,000<br>????<br>??? |
| Minus contribution provided in 2015 school budget | The cake<br>STAR funding?   | \$0<br>?????            |
| <b>To make this a reality we need</b>             | <b>The icing</b>  | <b>\$21,950</b>         |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Pasifika – see also Literacy and ESOL Proposal  |
|--|---|
| <p><b>Project Description</b></p> <p>What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>Pasifika Co-ordinator helps with pastoral issues by supporting induction of new students and mentoring boys 1 on 1 and careers/transition help. Support Pasifika students to succeed as Pasifika students. Participate in the Pasifika PLD (Professional Learning Development) offered by the MOE in 2015.</p> <p>Unpack the Pasifika Education Plan which is being rolled out by the Ministry of Education. Mentor staff in ways to engage Pasifika students. Offer help with resource creation. Observe staff dealing with Pasifika Students. Co-ordinate the Pasifika Leadership group.</p> <p>Survey staff, students and families at the end of Term 3.<br/>           Increase in results/total credits earned will increase.</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <p>Pasifika is an identified priority learning group by the Ministry of Education and we must report on their achievement to the Ministry on an annual basis. For many Pasifika students English is a second language.</p> <p>Pasifika student total NCEA credits earned are lower than the school average.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p><b>The proposal links to the Strategic Plan/Charter in the following ways:</b></p> <p>Goal B) “To raise expectations and achievement for all with a focus on priority learners including Maori, Pasifika and students with special education needs.”</p> <p>Page 3 of the 2015 MBC School Charter.<br/>           “The long term aspirational goal is to have Pasifika students achieve at levels comparable with their year-level peers in NCEA.” Pg. 7 of the 2015 MBC School Charter</p>  |
| <p>Students will be better off from this application because?</p>  | <p>They will have teachers learning how best to engage them in the classroom and therefore experience success as Pasifika which increases engagement further and then will lead to increase in Pasifika achievement which will result in better overall results for Pasifika.</p>   |
| <p>How many will benefit?</p>  | <p>In 2015 38, 2016 could be 60+</p>  |
| <p>Who else will benefit?</p>  | <p>Pasifika families and community who will be proud of the student’s achievements and MBC staff who will have Pasifika students presenting positively to classes.</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Mid- year update of progress.<br/>           Fono meetings with parents.</p>   |

## BUDGET Pasifika

| <b>Elements</b>                                | <b>Supporting Information</b>   | <b>Cost</b>            |
|--|---|------------------------|
| I class drop for co-ordinator terms 3 and 4    | Allows her to offer whole school PD and 1 on 1 support for staff to develop lesson that will engage Pasifika students | \$6,000                |
| PD costs to school associated with PLD project | PLD provides advice and guidance but not relief and transport costs for us  | \$2,000                |
| ESOL resources designed for Pasifika students  | This will help students in 2015 but will allow us to be prepared for 2016 intake                                      | \$4,000                |
| Homework Club                                  | Programme includes dance credits. Programme costs \$12,000 with costs shared by MBC, MGC, REAP and Pasifika community | \$12,000               |
| <b>Total cost</b>                              |   | <b>\$24,000</b>        |
| Contribution by outside providers              | Reap/ Pasifika community /MG Contribution to the Pasifika Homework Club   | \$9,000                |
| Contribution provided in 2015 school budget    | MMA for Pasifika<br><br>MBC contribution to Pasifika Homework Club  | \$1,000<br><br>\$3,000 |
| <b>To make this a reality we need</b>          | <b>The icing</b>  | <b>\$11,000</b>        |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Gate Programme / Programme to support more students to achieve scholarship / excellences / merit  |
|--|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> | <p>Provide time for a Gifted and Talented Education Co-ordinator in the school. Review the needs base analysis undertaken in 2014.</p> <p>Develop a set of guidelines for GATE in our school - this includes why, who is involved, what we aim to achieve, and how we are going to achieve it.</p> <p>Develop a MBC definition of giftedness and talent in consultation with staff, students and the wider community</p> <p>Develop a list of characteristics that can be used to help to identify G&amp;T students in our school community</p> <p>Develop a Gifted and Talented Student Register in consultation with contributing schools.</p> <p>Develop and monitor a Support Action Plan for gifted and talented students that incorporate, if appropriate, a community mentor and links with the Gateway and other programmes. Encourage programmes and activities (in and outside school hours) that motivate and inspire gifted and talented students - liaise with outside organisations, such as Inspiration, Bright Sparks and Giftedkids.</p> <p>Staff PD through Reach and scholarship workshops and GiftedNZ and MOE PLD for 2015</p> <p>Develop an induction programme for new staff (and, in some form, to students) which introduces the MBC GATE guidelines.</p> <p>Develop robust identification procedures, programmes and structures that are future-proofed - i.e. are not dependent on one, or a few, existing staff members remaining in the roles.</p> |
| <p>How will we measure our results?</p>  | <p>More students engaged with Chemistry Olympiad, Aussie Maths/Science competitions, etc.</p> <p>Increased number of scholarships.</p> <p>Student voice , MBC guidelines in place, improved student identification more effective communication with contributing schools (better id and more info about those students), more effective communication with the wider community, more personalised learning programmes in place, differentiation for G&amp;T students apparent in classrooms (observations), differentiation for G&amp;T students included in schemes of work, more student involvement in regional/national G&amp;T initiatives, robust structures in place that are future-proofed.</p>   |
| <p>The project is needed because?</p>  | <p>To cater for the special needs of gifted and talented students at MBC.</p> <p>To continue momentum of increased excellence and merit and scholarship success.</p> <p>As a marketing tool to keep high ability students in the Marlborough region.</p>  |
| <p>What evidence supports this need?</p>   | <p>Students from Decile 10 schools moving to Wellington and Christchurch for their secondary education.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p><b>The proposal links to the Strategic Plan/Charter in the following ways:</b></p> <p>Support identified priority learner groups (2012 – 15) Develop, resource and monitor programs for:</p> <ul style="list-style-type: none"> <li>● Students capable of NCEA endorsements and scholarship</li> <li>● Priority Learner Group 4 – GATE Students Capable of NCEA</li> </ul>   |

|  |   |
|--|---|
|  | Endorsements and Scholarship page 19 of the charter   |
| Students will be better off from this application because?   | Better differentiation of curriculum.<br>Scholarship support from staff that is always current.<br>More classroom and non- classroom opportunities        |
| Who will benefit?  | Identified Gate and scholarship students. Ultimately, all students benefit from GATE programmes, particularly with respect to the PLD on differentiation. |
| How many will benefit?                                       | Will vary from year to year.  |
| How will you acknowledge the organisation that supports you? | Prizegivings, newsletters, mid- year report on progress.  |

### **BUDGET Gate Programme / Programme to support more students to achieve scholarship / excellences / merit**

| <b>Elements</b>   | <b>Supporting Information</b> | <b>Cost</b>     |
|---|-------------------------------|-----------------|
| Co-ordinator time allocation –3 hours per week (amount determined by position on the pay scale) |                               | \$9,048         |
| Co-ordinator visits schools with Gate programmes / attend GATE Conference                       |                               | \$1,500         |
| MMA to Gate Co-ordinator  |                               | \$1,000         |
| Online REACH course 1 staff X \$800   |                               | \$800           |
| <b>Total Cost</b>   |                               | <b>\$12,348</b> |
| Minus contribution by outside providers   | Jack Checkley Trust           | \$7,500         |
| Minus contribution provided in 2015 school budget   | MMA<br>The cake               | \$1,000         |
| <b>To make this a reality we need</b>   | <b>The icing</b>              | <b>\$3,848</b>  |



## Marlborough Boys' College Strategic Goals and Plans

| PROJECT  | Scholarship Teaching and Learning   |
|--|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?</p> <p>What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>Currently scholarship happens at MBC because individual students are superbly motivated and teachers make time to make it happen.</p> <p>Students are encouraged to take responsibility for it but in reality it requires teaching time. Scholarship has a different curriculum than NCEA Level 3. It requires specific knowledge and this requires teaching time. Similarly work in subjects such as Painting and Photography require access to specialist subject areas and materials so therefore must take place in school with the presence of a teacher. Each student needs an individualised approach</p> <p>Student Voice from 2014</p> <ul style="list-style-type: none"> <li>• Students and staff willingly shared knowledge understanding that all benefit through co-operative approach</li> <li>• Exam was very useful (Although it run on a Sunday for 3 hours)</li> <li>• Provided good learning opportunities – resources were excellent</li> <li>• Great discussions</li> <li>• Extension into group activities exciting)</li> </ul> <p>Staff make available their time and expertise for the benefit of these students. This often has to be out of regular teaching hours. (Before and after regular school hours including weekends and term 'holidays' – this should be avoided where possible as 'burn-out' is likely)</p> <p><b>FUNDING</b> is sought to provide each faculty with funding to develop a scholarship action plan to meet the needs of students and staff in each faculty.</p> <p>Consolidation of scholarships in 2015 being above 10 and planning for an increase in subsequent years.</p> <p>Greater number of boys entering, engaging with support processes and passing scholarship.</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>We need to provide support to our 'high achieving' students. The proposal supports teachers to not only teach content but monitor progress and provide practice assessment opportunities potentially raising achievements of Scholarships.</p> <p>After support from MCCF in 2014 5 boys achieved 11 scholarships, with 4 of these being Outstanding Scholarships. This was a rise from the 0 in 2011, 2 in 2012 and 3 in 2013.</p> <p>Teacher health and wellbeing. Staff are prepared to give extra time but as shown in 2014 this can impact on teacher well-being.<br/>           By supporting the teacher you support the students.</p>  |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways:</p> <p><b>Priority learner group 4. Students capable of NCEA endorsements and scholarship</b></p> <p>Since 2012 The Board of Trustees have identified a need for more endorsements and more scholarships at MBC.</p>   |

|  |  |
|--|--|
|  | Momentum of improved academic focus and achievement will continue. Will provide more questions for families who currently send their sons from the region for secondary education. |
| Students will be better off from this application because?   | They will have the opportunity to access teachers and resources more easily and in a more structured environment.  |
| Who will benefit?  | Yr 12 and 13 students who are considering Scholarship level study.   |
| How many will benefit?                                       | In 2014 figures 29 MBC and 10 MGC students took part in scholarship support sessions. 24 MBC students from year 12 and 13 sat scholarship examinations.                            |
| How will you acknowledge the organisation that supports you? | Newsletters, press releases, end of year prize-giving.   |

### **BUDGET Scholarship Teaching and Learning**

| <b>Elements</b>                             | <b>Supporting Information</b>  | <b>Cost</b>     |
|---|--|-----------------|
| Resources for Faculty Action Plans          | These will vary. For example, some subjects will send boys to scholarship support sessions at different universities, others may employ specialist staff to support students, others will provide specialist resources required. | \$14,000        |
| PD  | Provided 2014 by MCCF  | \$2,000         |
| <b>Total Cost</b>                           |  | <b>\$16,000</b> |
| Contribution by outside providers           |  | \$0 to date     |
| Contribution provided in 2015 school budget | The cake   | \$0             |
| <b>To make this a reality we need</b>       | <b>The icing</b>   | <b>\$16,000</b> |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Library  |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>To upgrade the library resources</p> <ul style="list-style-type: none"> <li>• Integrate an eBook platform and eBooks.</li> <li>• Install a more up to date and user friendly software package for issuing of books (jointly with MGC and possibly primary schools). To also improve the aging stock of books within the library.</li> </ul> <p>To support the development of literacy throughout the school and engage the boys through literature that they enjoy and is current</p> <p>Statistics from the library of number and type of books issued and the use of the eBook platform</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <p>The library has not been sufficiently funded for years. The library is well utilised by the students but needs to be brought into the 21<sup>st</sup> century with the eBook platform and new reading material provided to support the literacy level of the students.</p> <p>Feedback form the students and student librarians</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>           Strategic Goal B - To raise expectations and achievement for all with a focus on priority learners including Maori, Pasifika and students with special education needs.</p>  |
| <p>Students will be better off from this application because?</p>  | <p>Up to date resources for them to engage with.</p>   |
| <p>Who will benefit?</p>   | <p>Staff and students through improved literacy and enjoyment of reading</p>   |
| <p>How many will benefit?</p>  | <p>Whole school</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Signage in library, newsletters.</p>  |

## BUDGET Library

| <b>Elements</b>  | <b>Supporting Information</b>  | <b>Cost</b>        |
|--|--|--------------------|
| Fiction Books (170 books @ approx. \$35.00ea)                                      | Fiction Books (170 books @ approx. \$35.00ea)                                      | \$6,000            |
| Non-Fiction Books (100 books @ approx. \$50.00ea)                                  | Non-Fiction Books (100 books @ approx. \$50.00ea)                                  | \$5,000            |
| Periodical Subscriptions (currently 26 titles)                                     | Periodical Subscriptions (currently 26 titles)                                     | \$2,500            |
| Newspaper subscriptions - Marlborough Express & Ch-Ch Press daily, term time only. | Newspaper subscriptions - Marlborough Express & Ch-Ch Press daily, term time only. | \$200              |
| Sophisticated Picture Books & Graphic Novels                                       | Sophisticated Picture Books & Graphic Novels                                       | \$1,000            |
| Book covering products   | Book covering products   | \$1,500            |
| Book replacements and repairs  | Book replacements and repairs  | \$1,500            |
| e-book platform  |  | \$250              |
| e-books (approx. 200 titles)   | e-books (approx. 200 titles)   | \$2,000            |
| Librarian wages  |  | \$36,000           |
|  | <b>Sub Total</b>   | <b>\$55,950</b>    |
| <b>General Operating costs</b>   | Stationary   | \$500              |
|  | Security tags  | \$220              |
|  | Barcodes   | \$250              |
|  | Dymo label cassettes   | \$550              |
|  | Photocopying/printing  | \$2000             |
|  | Computer sundry items  | \$2000             |
|  | Display materials  | \$300              |
|  |  | <b>Sub Total</b>   |
| <b>Staff and student librarian Development</b>                                     | Student librarian support and awards   | \$500              |
|  | Subscriptions to catalogues for school libraries                                   | \$100              |
|  | SLANZA Subscription  | \$50               |
|  | Author visits  | \$1000             |
|  | National Library training  | \$200              |
|  | NZ Book Council Subscription   | \$100              |
|  | <b>Sub Total</b>   | <b>\$1,950</b>     |
| <b>Total</b>   |  | <b>\$63,720</b>    |
| Minus contribution by outside providers  |  | \$0                |
| Minus contribution provided in 2015 school budget                                  | \$ received for organisation of 2014 work day<br>Librarian wages<br>The cake       | \$3623<br>\$36,000 |
| <b>To make this a reality we need</b>  | <b>The icing</b>   | <b>\$24,097</b>    |



## Marlborough Boys' College Strategic Goals and Plans

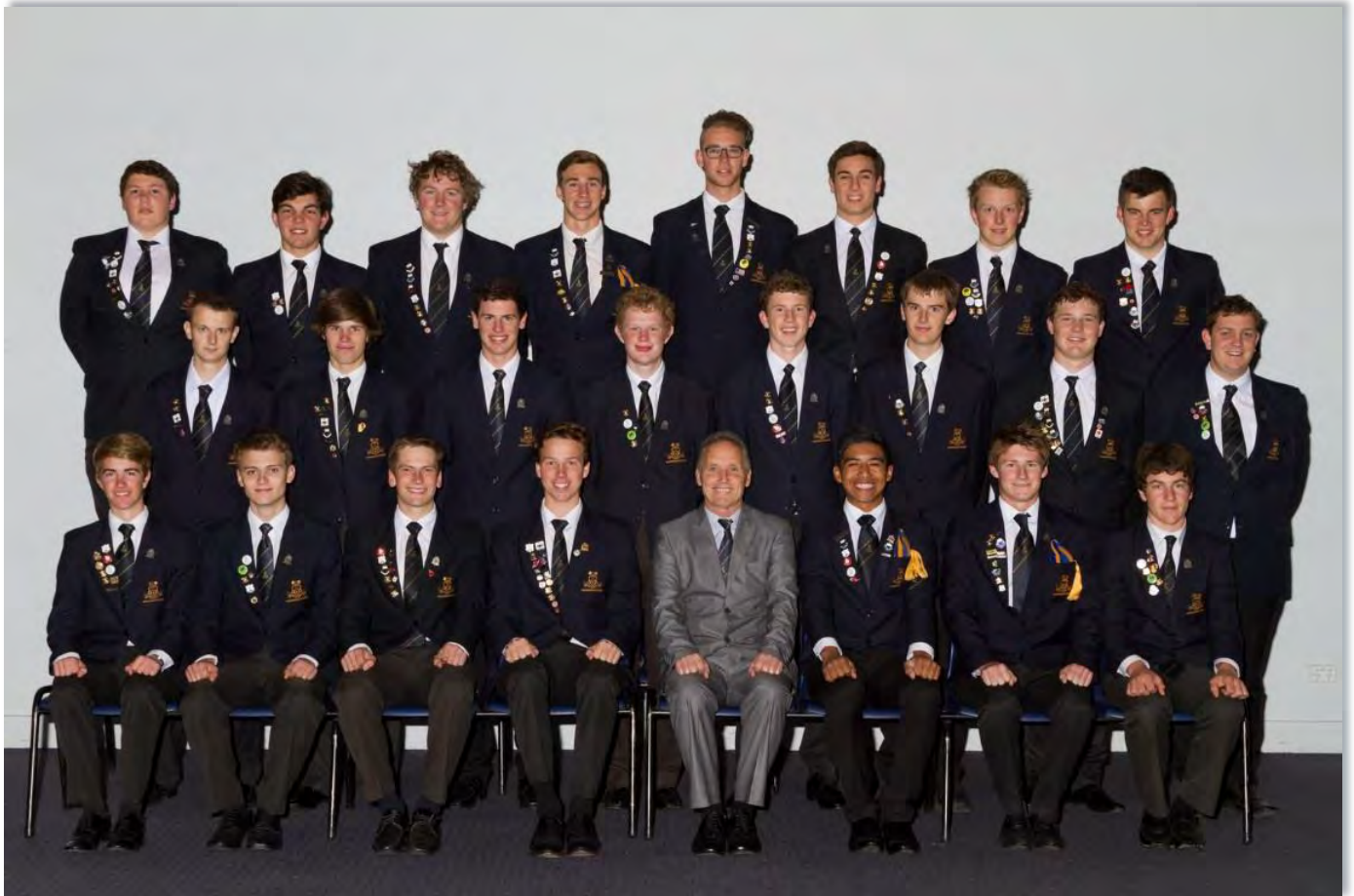
| Project  | Robotic and Mechatronics Club   |
|--|---|
| <p><b>Project Description</b></p> <p>What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>We will set up an after school club in order to cater for boys who are interested in robotics and mechatronics. The club will meet once or twice a week depending on need. It will be supervised by Alex Breig, Dr Eliot Attridge, Giles Lancaster and possibly Graham Smith.</p> <p>We currently do not have such a club.</p> <p>We want to provide an opportunity for students who are interested in this area to further their knowledge and to extend themselves.</p> <p>Students who will participate will learn to code or improve their ability to code. They will be able to construct robots that are able to complete specific tasks. They will learn how to use the 3D printer and relevant drawing software.</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>We currently do not have such a club and robotics and mechatronics are technologies that are likely to be in high demand in the future.</p> <p>Vineyard farming machinery is becoming increasingly computerized and there will be demand for people who can design, program and service such machinery.</p>  |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>           It will support <b>Priority learner group 4</b>. Students capable of NCEA endorsements and scholarship. These students will have the opportunity to problem solve and be creative in a friendly and safe environment. This is also for students who may have an interest in applied technology but did not want to enrol in Technology or could not enrol because of clashes.</p>   |
| <p>Students will be better off from this application because?</p>  | <p>They will learn valuable skills that are otherwise not easily accessible. Senior students could potentially use this to develop a scholarship level technology project.</p>  |
| <p>How many will benefit?</p>  | <p>The club will be limited to 10-12 students initially, but this can expand as demand increases and resource added.</p>  |
| <p>Who else will benefit?</p>  | <p>The teachers themselves will also benefit, as will try to push our own boundaries and pick up new skills.</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>We could include the name of the organisation in the club name and/or acknowledge their support at every opportunity</p>   |

## BUDGET Robotic and Mechatronics Club

| Elements                                    | Supporting Information   | Cost           |
|---|--|----------------|
| Three Mindstorms EV3 programming kits       | These components can be assembled into a range of robots   | \$1,797        |
| Three BrickPi by Dexter Industries          | A Brick Pi is compatible with the programming kit significantly increases the scope of what can be built | \$420          |
| Raspberry Pi                                | A fully programmable minicomputer, it's the brain of the robot.  | \$114          |
| Miscellaneous                               | Cables, plugs etc.   | \$169          |
| <b>Total Cost</b>                           |  | <b>\$2,500</b> |
| Contribution by outside providers           |  | \$0            |
| Contribution provided in 2015 school budget | 4 teachers offering their time   | \$0            |
| To make this a reality we need              |  | \$2,500        |



## Leadership and Service programmes at MBC





## Marlborough Boys' College Strategic Goals and Plans

| Project   | Leadership programmes in the school   |
|---|---|
| <p>Project Description<br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>To enrich leadership and service opportunities through a range of programmes from year 9 – 12<br/>           Successful programmes will lead to the development of confident young men who have the skills and experience to serve and lead our community.<br/>           To increase the number of boys applying for prefect roles and already engaged in leadership and service opportunities.<br/>           To celebrate positive leadership at MBC at all year levels.</p> <p>Increased quantity and quality of participation in leadership and service activities. More confident and capable students applying for prefect roles.</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>  | <p>Historically we have had an Inconsistent degree of quality and sequential progression. This plan will ensure that our leaders have opportunity to build on prior learning through both further learning and opportunities to put theory into practice. This will also ensure that we continue to build and develop prefects' abilities to lead the student body.<br/>           Feedback from students, staff and Whānau that this area of the school "has reached its limit operating on a beg, steal, borrow, 'shoestring' mentality"</p>  |
| <p>MBC is an institution will be better off if this application is successful because?</p>  | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>           This initiative will promote positive relationships with our community for the mutual benefit of all.( Strategic Goal E)<br/>           This initiative will also provide a safe and positive learning environment with a focus on the promotion of pride and respect.(Strategic Goal A)<br/>           We will also gain from further strengthening of our culture of continuous improvement as each step build on the previous one.<br/>           (Strategic Goal D)</p>   |
| <p>Students will be better off from this application because?</p>   | <p>The culture of our school will be lifted by this investment benefiting all students.<br/>           Students directly involved will gain invaluable leadership learning and experiences that will stand them in good stead as "Marlborough Men"</p>  |
| <p>Who will benefit?</p>  | <p>All students, the staff who are supported by a strong leadership and service component, and our community through the impact of the service.</p>   |
| <p>How many will benefit?</p>   | <p>1000+</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>   | <p>Prefects (including Head Boy) will attend meetings or functions as a guest speaker to feedback on the impact of this support.</p>  |

## BUDGET Leadership programmes in the school

| Elements  | Supporting Information                                 | Cost               |
|---|--|--------------------|
| Key staff identified and the service and leadership opportunities are mapped and well communicated, publicised and promoted.  | Publications /promotions funding                       | \$400              |
| Year 9 leadership training programme organised/ implemented<br>Year 9 Service (form class project) coordinated.   | \$200 per Form Class seed funding for service          | \$1,600            |
| Differentiated Year 10-13 leadership theory and skills training programme organised/ implemented.<br>\$1000 per year group  | Guest speaker budget and course materials              | \$5,000            |
| Prefect Training Camp and Global leaders Conference   | Training Camp<br>GLC                                   | \$2,000<br>\$1,000 |
| Leadership in practice opportunities (vertically along house lines) is developed. Leadership and service in practice house coordinators are appointed and trained   | MU (coordinator)                                       | \$4,000            |
| Leadership and Service pathways are discussed with all students as part of their careers/guidance interviews. This is with the view that all students will participate in some form of leadership, service or volunteering whilst at MBC. See Leadership and Service opportunities appendix | Done alongside what we do in Careers (form class drop) | \$0                |
| School Service is offered/encouraged/expected as part of the programme for 5 line Year 13 students  | Deans & MR time prioritised                            | \$0                |
| Community & contributing school leadership/service participation  |  | \$2,000            |
| Badges and certificates for the recognition and rewards programme   |  | \$3,000            |
| Prefect Outward bound (Head Boy) & Spirit (BOT Representative)  |  | \$3,500            |
| Prefect Academic Mentoring/Support  |  | \$2,000            |
| <b>Total Cost</b>   |  | <b>\$24,500</b>    |
| Minus contribution by outside providers   |  | \$0                |
| Minus contribution provided in 2015 school budget   | The cake<br>Unit/MMA for leadership                    | \$5,000            |
| <b>To make this a reality we need</b>   | <b>The icing</b>                                       | <b>\$19,500</b>    |



## Support Arts programmes at MBC





## Marlborough Boys' College Strategic Goals and Plans

| Project   | Music Performance Funding Request – see also chorale application  |
|---|---|
| <p>Project Description<br/>What we will do?<br/>What will be different from now?<br/>What do you hope to achieve?</p> <p>How will you measure your results?</p> | <p>Provide funding for musical instruments, provide funding &amp; support for specialist individual and group tuition in areas currently not catered for in current staffing, provide funding and assistance for performance music (stage band, jazz combo, rock band and classical ensemble) choir performance in contributing schools, other secondary schools in the Top Of The South and in the local community.</p> <p>Exposure of boys to wider range of audiences and mix with other students from schools in shared concerts, workshops &amp; tutorials. Using skills, experience and knowledge of tutors in schools and communities visited. Sharing skills, experience and knowledge of our very highly regarded tutors with students at schools visited. Sharing of resources.</p> <p>Employ expertise we don't have funding to employ in our school programme</p> <p>By the numbers of students who opt to join the MBC performance music programme as a result of these initiatives.</p> <p>Assessment of performance – individual and group. Results in Southern Jam and representation in National Secondary School bands.</p>   |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>  | <p>Our school funding for performance music does not provide the resources and staffing we need to run the programme which will best provide our students with top level quality musical opportunities. We have the opportunity to reinforce our position as a leading provider of quality performance music opportunities for students. Our tutors are exceptional, but we do not have enough hours available.</p> <p>Lack of students who are competent in certain instrument performance areas – saxophone/guitar/percussion in particular.<br/>No saxophone specialist. No percussion tutor.</p> <p>Students being limited in their options – for example 2 year 9 trumpet players who commence at MBC in 2015 who want to play trumpet for MBC but all of our trumpets are currently allocated. We do not have any quality trumpets available at school for them. This also applies to other brass and woodwind instruments. A number of the instruments belonging to the school have reached the end of their use – they are unplayable as they are – we do not have the funds to repair them, or replace them as we should be doing.</p> |
| <p>MBC as an institution will be better off if this application is successful because</p>   | <p>The Performance music programme will continue to develop at MBC and the various group's ability to play to the highest levels of performance will continue. A number of our MBC students are already performing at the highest levels – e.g. Tas Richards (top keyboard player at Southern Jam 2014) – Sam Powell (selected as a trumpet player for the Southern Jam 2014 All Stars Big Band) – Keegan Lane (selected for the NZ National Youth Brass Band on Eb bass 2013 &amp; 2014 + Keegan was also selected as Eb bass &amp; bass trombone in the NZ National Secondary Schools Brass band 2013 &amp; 2014) – Sam Powell (also selected for the NZ National Secondary Schools Brass Band on cornet in both 2013 &amp; 2014) – MBC Jazz Combo (Gold medal at Southern Jam 2014, winners of the Jazz Combo section of this South Island wide contest) – 8 MBC students + 3 tutors in the Marlborough District A Grade Brass Band (this band is ranked as one of the best brass bands in</p>   |

|  |  |
|--|--|
|  | <p>New Zealand)</p> <p>Promotional – playing in the local community and further afield at the levels our various groups and individuals are capable of performing at must surely be good PR for the school.</p> <p>If this grant is approved we will be able to offer further tuition, instruments, resources and opportunities for students on other instrument groupings.</p>  |
| Students will be better off from this application because?     | <p>The experiences and opportunities offered.</p> <p>Sharing resources and tutoring expertise with other Top of the South secondary schools.</p> <p>Opportunities for concerts/performances at other schools in local schools and further afield.</p> <p>Opportunities for playouts in the local community.</p>  |
| Who will benefit?  | MBC students who commit to taking up our offer to join the MBC performance music programme.  |
| How many will benefit?   | If the grants/funding applied for are successful, we will have the resources/instruments & tutoring capacity to include another 50 students in the MBC performance music programme.  |
| How will you acknowledge the organisation(s) that support you? | <p>Support notification in school newsletters and on school website.</p> <p>Possibility of signs/placards at performances in the local community and at contributing schools. This could also extend to playouts and workshops at other venues in the Top of the South. e.g. – MBC Stage Band supported/Sponsored by -----.</p> <p>This would also apply to the MBC Jazz Combo, Rock groups, other MBC ensembles &amp; No Girls Allowed Choir.</p> <p>Also – MBC Talent Quest Supported By/Sponsored By -----.</p> <p>MBC A Night Out With The Boys Concert supported by -----</p> |

### BUDGET Music Performance Funding Request

| Elements  | Supporting Information  | Cost                 |
|---|---|----------------------|
| Equipment   | Inventory available   | \$14,747             |
| Trip 1 Jazz Combo.                                | Professional recording of Combo at Ch-ch Polytechnic. 7 students / 4 adults.                          | \$1,488              |
| Trip 2 Stage Band                                 | Visit 4 schools in Nelson / West Coast. Concert in each venue + workshop/tuition with hosting school. | \$4,840              |
| Koha for voluntary tutors                         | Reimburse some out of pocket travel etc   | \$1,000              |
| Specialist tutor expertise                        | 100 hours @ \$25.00 per hour  | \$2,500              |
| <b>Existing Programme Staffing costs</b>          |   | \$75,000             |
| <b>Total Cost</b>                                 |   | <b>\$99,575</b>      |
| Minus contribution by outside providers           | Redwood Trust application?  | \$0                  |
| Minus contribution provided in 2015 school budget | Director units and MMA<br>Itinerant music funding<br>The cake   | \$10,000<br>\$65,000 |
| <b>To make this a reality we need</b>             | <b>The icing</b>  | <b>\$24,575</b>      |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Choral – see also Music Performance   |
|--|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>Develop choral singing and barbershop by supporting three main groups; “No Girls Aloud,” Junior Choir and Barbershop Quartet</p> <p>The establishment of a junior choir to complement the already established auditioned choir. This will allow for more students to be included in Year 9 and 10 so they can be trained in singing and music. This will allow for a stronger auditioned choir for the Big Sing with a goal of participation in the national final by 2017. Placing at national competitions.<br/>           A goal is to attract more Maori and Pacific Island students to join the school choirs.</p> <p>Results will be measured on the enrolments, how many continue to be in choir for their time at school and our results in national competitions in the future.<br/>           How well students go at competitions for barbershop and how much interest there is for groups in future years.</p>   |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>The project is needed in the school as there is not a big enough culture of singing in the junior school except in Principal Assemblies so therefore when they come to senior level there are less students to draw from for productions, entertainment and “No Girls Aloud”</p> <p>Evidence to support this included the trouble with finding voices for singing roles in senior productions as well as the 2014 choir dropping in ability and overall sound and students compared to 2013.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways: Goal B) “To raise expectations and achievement for all with a focus on priority learners including Maori and Pasifika” Page 3 of the 2015 MBC School Charter<br/>           Supports the key school value of being <b>involved</b>.</p>  |
| <p>Students will be better off from this application because?</p>  | <p><b>The benefits of co-curricular activity in schools have been extensively researched and it has been found that students who participate in these activities develop higher academic results, better relationships at school, and are more likely to lead healthy, active lifestyles when they leave school.</b></p> <p>Students also feel a greater sense of belonging and have a higher self-esteem at school when they participate in structured sporting, performing arts and other activities. In addition, the co-curricular opportunities we provide makes for a more motivated and engaged group of students, which leads to a happier and more cohesive school.</p> <p>In terms of choir it has long been researched that singing is good for you as it releases many hormones and endorphins that allow a person to feel good about themselves. What is particularly good with singing in a group or choir is that it allows students to build safe communities and friends that have common interests. It has been proven to help with anxiety and other emotional states.</p> |
| <p>How many will benefit?</p>  | <p>Those that will benefit ranges. It is dependent on how many will join the choir but it will be established as a non-auditioned choir allowing all those who just want to sing fun songs together can join from the junior school. We are hoping for at least 20 students but it depends on interest around</p>   |

|  |  |
|--|--|
|  | <p>the school and could extend to those who are in the senior school but aren't able to be in the main choir.</p> <p>There are also those that benefit in the No Girls Aloud choir (around 20 students) and the four students in barbershop</p>  |
| Who else will benefit?                                       | <p>The school will benefit as choral singing grows it will gain a good reputation in encouraging more cultural events.</p> <p>The auditioned choir will benefit from students being already trained for the year they can be in the other choir.</p> <p>The productions will benefit as they will have a bigger pool of students to use from</p> <p>Barbershop and choirs can perform at events for the school. An advantage of this is that there is no need for instruments.</p> |
| How will you acknowledge the organisation that supports you? | Any way possible in terms of any concerts they can be mentioned and thanked.   |

### BUDGET Choral

| Elements   | Supporting Information   | Cost           |
|--|--|----------------|
| Sheet Music  | For all singing groups (\$250 each)  | \$750          |
| Photocopying   | For all singing groups (\$200 each)  | \$600          |
| Sample CDs   | For all singing groups (\$200 each)  | \$600          |
| Visiting expert in vocal tuition from University of Otago<br>Judy Bellingham Visiting expert<br>Visiting expert from Christchurch University | Flights up and back from Dunedin and Ch-Ch + motel accommodation(shared with Barbershop Quartet) | \$1,400        |
| The Big Sing<br>Nelson Cathedral 9 June 2015   | Transport Bus<br>Entry \$15 per student<br>Sheet music   | \$600<br>\$80  |
| Teacher relief for Big Sing  | 2 staff @ \$300  | \$600          |
| Young Singers in Harmony   | Barbershop competition – Ch-Ch. Away 2 days.<br>1 staff and 4 boys. Transport and accommodation. | \$1,005        |
| <b>Total Cost</b>  |  | <b>\$5,635</b> |
| Minus contribution provided in 2014 school budget  | The cake   | \$0            |
| Minus contribution from outside providers  |  | \$0            |
| <b>To make this a reality we need</b>  | The icing  | <b>\$5,635</b> |



## Marlborough Boys' College Strategic Goals and Plans

| Name   | Musical Theatre Production  |
|--|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>Saturday Night Fever 2015.</p> <p>Engage Duncan Whiting as professional director and Jeannie Mark as professional choreographer.</p> <p>Aim: to achieve a high standard musical theatre production which gives students from both Colleges the opportunity to learn theatre skills, learn to work in a team, respond to direction, learn technical skills, balance workload, develop musical skills, develop dramatic skills and learn to be an appreciative, engaged member of an audience/production team/drama or theatrical group.</p> <p>Run high quality productions that operate with a degree of underwriting that reduces the anxiety of staff.</p> <p>Community perception of productions.</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <p>It is a co-educational project.<br/>           Specific skills are taught, as outlined above. There are no other opportunities in a school context for students to gain these skills. The opportunity of working with world class tutors (Duncan and Jeannie) is rare.</p> <p>The group gets no funding from the College.</p>  |
| <p>MBC is an institution will be better off if this application is successful because</p>  | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>           Goal D: To have positive relationships with our community for the mutual benefit of all.</p>  |
| <p>Students will be better off from this application because?</p>  | <p>Many students in the past have achieved tertiary qualifications and jobs because of their involvement in College Musical Theatre: Eg</p> <ul style="list-style-type: none"> <li>James Rodgers</li> <li>Jono Kenyan</li> <li>Sam Logan</li> <li>Josh Logan</li> <li>Steven Moseley</li> <li>Dan Musgrove</li> <li>Nick Maddren</li> <li>Ian Harrison</li> <li>Matt McNeilly</li> <li>Stephen Townshend</li> <li>Ashley de Castro</li> <li>Hayden Lawrence</li> <li>Peter King</li> <li>Hayden Taylor</li> <li>Matt Patchett</li> <li>Jim Evans</li> </ul>   |

|  |   |
|--|---|
|  | Todd Smith<br>Chris & Kerry Papps<br>Jeremy Falconer<br>Dean Christian<br>Mark Templeton<br>Craig Buchannan<br>Jacob Slovak ..... etc   |
| Who will benefit?  | The local community because we are upskilling citizens who often continue to perform in their adult life<br>Students with enhanced skills<br>Students with a greater degree of self-knowledge and confidence. |
| How many will benefit?                                       | 80+ students as performers and technicians<br>The Marlborough dramatic/musical community.   |
| How will you acknowledge the organisation that supports you? | Citation in programme and on advertising material   |

## BUDGET

| Elements  | Supporting Information   | Cost                          |
|---|--|-------------------------------|
| Junior Production                                     | 2015 MGC run junior production   |                               |
| Senior production – Saturday Night Fever              | Royalties, hire of scripts   | 11,000                        |
|   | Director, Choreographer, Choral, Music                                 | 16,000                        |
|   | Theatre  | 11,000                        |
|   | Advertising  | 2,500                         |
|   | Lighting, technical  | 2,000                         |
|   | Set  | 1,500                         |
|   | Programmes   | 3,000                         |
|   | General  | 1,500                         |
| <b>Total Cost</b>                                     |  | <b>\$48,500</b>               |
| Minus contribution by outside providers               | Expected revenue<br>Jesus Christ Superstar was almost \$60000          | \$50,000                      |
| Minus contribution provided in 2015 school budget     | The Cake   | \$0                           |
| <b>Contribution asked from PTA, Old Boys and MCCF</b> | <b>The icing<br/>Underwriting in case of extenuating circumstances</b> | <b>Maximum of<br/>\$6,000</b> |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Maori Performing Arts  |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/>           How will we measure our results?</p> | <p><b>Mana Motuhake: Develop our talent</b></p> <p>6. Employ Kapa Haka tutor<br/>           Rationale: Strengthening kapa haka performance and cultural identity amongst our Māori students. NCEA credits available.</p> <p>7. Obtain Kapa Haka uniforms<br/>           Rationale: MBC are the only group without a uniform amongst Marlborough schools. This creates a disadvantage for our boys in competition and a uniform would encourage pride in appearance and performance.</p> <p>8. Participate in Matatini –National Kapa Haka competition in Christchurch. In powhiri and then as observers.<br/>           Rationale: Strengthening kapa haka performance and cultural identity amongst our Māori students.</p> <p><b>Kotahitanga: Creating a culturally responsive environment</b></p> <p>9. Ties/scarves<br/>           Rationale: Staff dress at events, both inside and outside of the community, needs to reflect our bi-culturalism. Currently there is nothing for female staff to wear that represents our college.</p> |
| <p>The project is needed because?<br/>           What evidence supports this need?</p>   | <p>Our staff and students need to be seen to support things Māori. This is one of the fundamental concepts behind the “Building on Success” programme – the Ministry of Education initiative that we have signed up for.</p> <p>At the Taiopenga, MBC was obviously the only school without a Kapa Haka uniform and staff had to supply their own ribbons in an attempt to reflect an association with Marlborough Boys’ College. All of the other staff and students were obviously associated with not only their schools, but also things Māori.</p> <p>The Kapa Haka tutor is required because our current staff are at capacity with regards to work load and to have someone from outside of the school tutoring the group brings in new ideas and may encourage more boys to participate. We need this to bring the group up to a regional standard, with the aim of competing nationally in the long term.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>MBC is trying to raise Māori achievement and the outcomes of this application being successful would support this.</p>  |
| <p>Students will be better off from this application because?</p>  | <p>Research shows that Māori students need to feel that their culture is respected and that they can proudly participate within their culture, to perform at their best in all of their studies.</p>   |
| <p>Who will benefit?</p>   | <p>Māori students; Other students who would want to participate; Marlborough Boys’ College community as a whole; the wider community (forging links to the college)</p>  |
| <p>How many will benefit?</p>  | <p>20 boys</p>   |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Newsletter, assemblies, newspaper, communication to iwi.</p>  |

## BUDGET Maori Performing Arts

| <b>Elements</b>                                   | <b>Supporting Information</b>                                      | <b>Cost</b>     |
|---|--|-----------------|
| Employ Kapa Haka tutor                            | Based on 40 sessions of 2 hour @ \$80 per session)                 | \$3,200         |
| Obtain Kapa Haka uniforms                         | Based on 20 students @ \$200 per student + associated costs        | \$4,500         |
| Participate in Matatini in Christchurch           | Students billeted. For relief and teacher accommodation and travel | \$1,500         |
| Ties/Scarves                                      | Based on 20 ties @ \$20 per tie and 20 scarves @ \$25              | \$ 900          |
| <b>Total</b>                                      |  | <b>\$10,100</b> |
| Minus contribution by outside providers           |  | \$0             |
| Minus contribution provided in 2015 school budget | The cake<br>Staff wages  | \$0             |
| <b>To make this a reality we need</b>             | <b>The icing</b>   | <b>\$10,100</b> |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Pasifika Performing Arts   |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>1. Obtain 'Pasifika' number 1 uniform for all Pasifika students in the school.<br/>           This will consist of a MBC Tupenos embroidered with the school crest. This uniform will encourage pride in both themselves and the school. The students can also wear this version of the number 1's when representing the school in their various sporting exchanges.</p> <p>2. Participate in 'Polyfest' in Christchurch. Students will have the opportunity to observe and participate in one of the largest Polyfest in the country.</p> <p>Rationale: Strengthening Pasifika performance and at the same time potentially gaining 14 credits at levels 1, 2, and 3.<br/>           Also raising cultural identity amongst our Pasifika students.</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <p>The staff and students at MBC need to be seen to support Pasifika students as these are one of the four groups identified by the Ministry of Education and our own school charter, as needing help.</p> <p>MBC is an isolated school in regards to Pasifika. While there is a growing Pasifika population, we are isolated in terms of performance and competition with others of the same age.</p>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>MBC is trying to raise Pasifika achievement and the outcomes of this application being successful would support this</p>  |
| <p>Students will be better off from this application because?</p>  | <p>Research has shown that Pasifika students need to feel that their culture is respected and they can proudly participate within their culture, to perform at their best in all of their studies.</p>   |
| <p>Who will benefit?</p>   | <p>Pasifika students; other student who wish to participate; Marlborough Boys' College as a whole and the wider community.</p>   |
| <p>How many will benefit?</p>  | <p>35 boys</p>   |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Newsletter, assemblies, newspaper, Marlborough Pasifika Trust and communication to families.</p>  |

## BUDGET Pasifika Performing Arts

| <b>Elements</b>                                   | <b>Supporting Information</b>              | <b>Cost</b>    |
|---|--|----------------|
| 48 seater bus                                     | Transport to Christchurch                  | \$4,000        |
| Extra transport                                   | If required                                | \$400          |
| Accommodation Koha                                | Church provides accommodation              | \$300          |
| Breakfast and dinner                              |  | \$400          |
| Teacher relief                                    |  | \$400          |
| Tupenos   | 35 Tupenos and crest @ \$21.00 per student | \$735          |
| <b>Total</b>                                      |  | <b>\$6,235</b> |
| Minus contribution by outside providers           | Koha will be paid by the students          | \$300          |
| Minus contribution provided in 2015 school budget | The cake                                   | \$0            |
| <b>To make this a reality we need</b>             | <b>The icing</b>                           | <b>\$5,935</b> |



## Develop further MBC Sporting Programmes





## Marlborough Boys' College Strategic Goals and Plans

| Project  | Sport 1 – Teacher Relief  |
|--|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>Provide financial assistance for relief for teachers who are away with sports teams thus removing the cost of this to the students and the inequity of this across sports.<br/>           Each sport will be allocated a set number of relief periods to use at their discretion. Once these periods have been used up it is the sports responsibility to fund any further relief periods that may be required.<br/>           The total relief periods a sport has been allocated is based on the proposals received by the sports mid-way through 2014 and also based on historical data. Also taken into consideration is if a sport has a member of staff currently involved. We will have to accept that 2015 will be a trial year to check the accuracy of our calculations. By term 4 a more detailed picture of what sports requires in the form of teacher relief will be evident. See appendix 1 for Background information.</p> <p>Satisfaction levels of staff and community with regard to equity of sports at MBC.</p> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <p>Of inequities in the cost of playing different sports based on whether or not teacher relief is involved.<br/>           Student participation in sport being threatened by cost.</p> <p>Ongoing dissatisfaction amongst staff and parental community about the cost of sport. Anecdotal evidence of boys from lower income families not being able to participate in high cost sports.</p>  |
| <p>MBC is an institution will be better off if this application is successful because</p>  | <p>Inequity between costs of different sports reduced.</p> <p>Better results – greater number of students to pick from.</p> <p>Parent and community satisfaction higher.</p>  |
| <p>Students will be better off from this application because?</p>  | <p>Removal of this significant expense will not only lessen any financial barriers faced by students and sports to participation but also aid in promoting sporting opportunities for learning and growth among students. Benefits of involvement in sport.</p>   |
| <p>Who will benefit?</p>   | <p>Students. Staff and parents who are upset by the inequalities in our present system.</p>   |
| <p>How many will benefit?</p>  | <p>In 2014 436 students were involved in organised sport</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Newsletters, end of year prizegivings.</p>   |

## BUDGET Sport 1 – Teacher Relief

### 2014 sporting costs to provide a perspective on sports cost

| Elements   | Supporting Information   | Cost             |
|--|--|------------------|
| Sport cost 2014  | Total cost of all sport associated costs (minus first xv rugby, rowing and sailing) and Kiwisport activities 2014 – minus relief | \$124,148        |
| Sport relief cost 2014                                       | This is not the true cost but reflects savings made through the good grace of teachers e.g. doubling up on classes.              | \$13,134         |
| Head of Sport  | Wages – unit and class drop  | \$16,000         |
| <b>Total Cost</b>  |  | <b>\$153,282</b> |
| Minus contribution by outside providers                      | In 2014 many trusts provide support to individual sports and MCCF provided support for Sports prizegiving                        | \$48,733         |
| Minus contribution provided in 2014 school budget – the cake | Kiwisport funding including Sports Co-ordinator  | 21,028           |
|  | Head of Sport  | \$16,000         |
|  | Board payment of coaches tickets to Sports Prizegiving   | \$1,400          |
| \$ raised by individual sports groups 2014                   | Not including first xv rugby, rowing and sailing.  | \$66,121         |

|   |  |                 |
|---|--|-----------------|
| <b>To make this a reality we need to cover teacher relief</b> | <b>Contribution required – the icing</b> | <b>\$21,000</b> |
|---|--|-----------------|

## Appendix 1

### Teacher Relief (\$21, 000)

The total relief periods a sport has been allocated is based on the proposals received by the sports mid-way through this year and also based on historical data. Also taken into consideration is if a sport has a member of staff currently involved. We will have to accept that 2015 will be a trial year to check the accuracy of our calculations and this time next year we should have a more detailed picture of what sports require in the form of teacher relief.

| <b>SPORT</b>  | <b># of Relief Periods</b> | <b>Expenditure on Relief</b> |
|---|----------------------------|------------------------------|
| RUGBY 1STXV   | 50                         | \$3,000                      |
| RUGBY 2ndXV   | 10                         | \$600                        |
| RUGBY U15   | 30                         | \$1,800                      |
| RUGBY U14   | 10                         | \$600                        |
| SAILING   | 10                         | \$600                        |
| SOFTBALL  | 10                         | \$600                        |
| FOOTBALL 1STXI  | 35                         | \$2,100                      |
| FOOTBALL JNR  | 10                         | \$600                        |
| MOUNTAIN BIKING   | 12                         | \$720                        |
| SQUASH  | 25                         | \$1,500                      |
| TRIATHLON/MULTISPORT  | 5                          | \$300                        |
| TENNIS  | 8                          | \$480                        |
| CRICKET (1STXI)   | 20                         | \$1,200                      |
| CRICKET (JNR)   | 5                          | \$300                        |
| VOLLEYBALL SNR  | 30                         | \$1,800                      |
| VOLLEYBALL JNR  | 10                         | \$600                        |
| HOCKEY SNR  | 30                         | \$1,800                      |
| HOCKEY JNR  | 10                         | \$600                        |
| GOLF  | 20                         | \$1,200                      |
| MISC (potential 1 off events e.g. Tasman athletics, Tasman Cross Country) | 10                         | \$600                        |
| <b>TOTALS</b>   | <b>350 PERIODS</b>         | <b>\$21,000</b>              |

- Note that some sports have been omitted off this table. This is because they have no associated relief costs at present as no staff members are involved – e.g. rowing, basketball, touch.



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Sport 2 – Sports Discretionary Fund   |
|--|---|
| <p><b>Project Description</b><br/>What we will do?</p> | <p>At the start of each year sports can apply for their share of a discretionary fund. Sports will present an application outlining what they wish to purchase with the money from the fund and a breakdown of the associated costs. A sports committee will then sit and distribute the funds based on the information provided by each sport as well as their individual needs. Sports will be accountable for the spending of this money for the intended purpose as outlined on the application form.</p> <p><i>If funding is not provided for relief those sports that do not require any relief assistance will be at an advantage when applying for this fund as they have not drawn any funds from the school.</i></p> <p>Sports can apply to this fund for assistance with the following costs –</p> <ul style="list-style-type: none"> <li>➤ <b>Affiliation fees to national/regional body</b></li> <li>➤ <b>Entry fees (to major tournament/event)</b></li> <li>➤ <b>Transport costs (to major tournament/event)</b></li> <li>➤ <b>Equipment (balls, bats, pads, etc.)</b></li> <li>➤ <b>Uniform (can only apply every second year e.g. basketball can't get a new strip every year)</b></li> </ul> <ul style="list-style-type: none"> <li>• Sports should be realistic about the funding available – a sport that requests \$20,000 for new uniforms and equipment is unrealistic in its application assuming most sports put in for something and considering the total amount of funds available.</li> <li>• It is up to the sports committee to fairly distribute the discretionary funds amongst the applicants.</li> <li>• Preference will be given to those sports that can provide a detailed strategic plan, budget and future planning as is expected for a tier 1 and 2 sport. The number of events, the number of students and the costs of participation will also be taken into consideration.</li> <li>• Sports will have to make the deadline for applications otherwise they will miss out.</li> <li>• The sports committee will comprise of the Teacher in Charge of Sport, the Sports Co-ordinator, 2 staff coaches from different codes, and the finance officer.</li> </ul> |
| <p>What will be different from now?</p>                | <p>Currently “Sport” is not allocated a discretionary budget. By providing a discretionary fund it will allow us to equitably distribute funds.</p> <p>Currently sports are largely 100% user pays unless the sports access sponsorship or trust funds – which can result in some inequity. (e.g. Sport A receiving \$1000 every year while Sport B gets nothing every year.)</p> <p>An opportunity for sports to grow and become better by being able to access more resources, reduce costs and buy equipment.</p>  |
| <p>What do we hope to achieve?</p>                     | <p>A fair, equitable and accountable way of distributing funds.</p> <p>A way of keeping tabs on spending to ensure it is equally dispersed amongst sports, and so that sports get rewarded for organisation, and performance.</p>   |
| <p>How will we measure our results?</p>                | <p>Results</p> <p>Coach/Player feedback</p> <p>Tracking of funds back to a sports strategic plans and budgets.</p>  |
| <p>The project is</p>                                  | <p>All sports start from a zero budget which make it difficult for a sport to</p>   |

|  |  |
|--|--|
| needed because?<br><br>What evidence supports this need?                           | grow and develop and keep its head above water.<br>There is a need for sports to be able to easily access funds to maintain uniforms, reduce significant travel costs associated with our geography.<br>The current state of some team's uniforms and equipment is of a poor standard.<br>The difficulty of some sports to access trust money and the inconsistency of the allocation of this funding. |
| MBC is an institution will be better off if this application is successful because | Further promote sport as an integral part of a young man's overall education and development.<br>An alternative avenue for funding as opposed to the sometimes messy application process we currently have in place – allows internal consistency.<br>The appearance of our sports teams will be more consistent and of a higher quality – school pride, community impressions etc                     |
| Students will be better off from this application because?                         | Lessen costs associated with participation in sports.<br>Increase in resources to develop skills etc (e.g. balls, bats, equipment)<br>Look better – feel better – perform better (school pride)  |
| Who will benefit?  | All sports teams. (students)<br>Parents (bill payers)<br>Clarity and transparency for sports committee/board over who gets what and why.   |
| How many will benefit?   | 436 (based on sports survey 2014).   |
| How will you acknowledge the organisation that supports you?                       | Can investigate signage or naming rights on uniforms/equipment.<br>Currently an issue as sponsors get first dibs as they are the ones that are keeping many sports afloat.   |

## BUDGET Sport 2 – Sports Discretionary Fund

### 2014 sporting costs to provide a perspective on sports cost

| Elements   | Supporting Information  | Cost                          |
|--|---|-------------------------------|
| Sport cost 2014  | Total cost of all sport associated costs (minus first xv rugby, rowing and sailing) and Kiwisport activities 2014 including teacher relief. | \$137,282                     |
| Head of Sport  | Wages – unit and class drop   | \$16,000                      |
| <b>Total Cost</b>  |   | <b>\$153,282</b>              |
| Minus contribution by outside providers                      | In 2014 many trusts provide support to individual sports and MCCF provided support for Sports prizegiving                                   | \$48,733                      |
| Minus contribution provided in 2014 school budget – the cake | Kiwisport funding including Sports Co-ordinator<br>Head of Sport<br>Board payment of coaches tickets to Sports<br>Prizegiving               | 21,028<br>\$16,000<br>\$1,400 |
| \$ raised by individual sports groups                        | Not including first xv rugby, rowing and sailing.   | \$66,121                      |
| <b>Contribution asked from PTA, Old Boys' MCCF , BOT</b>     | <b>Contribution required to support sport at MBC</b>  | <b>\$20,000</b>               |



## Marlborough Boys' College Strategic Goals and Plans

| Project  | Sport 3 – Sport Staff Wages and Kiwisport Equipment   |
|--|---|
| <p><b>Project Description</b><br/>What we will do?<br/>What will be different from now?</p> <p>What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>Last year the school employed a Sports Coordinator (Bridget Gane) for 21 hours a week. Her wages come directly from the Sportfit grant that comes into the school from the Government based on the schools roll. Her wages for 2015 are \$18,879.</p> <p>In 2014 we also employed Kevin Hart to assist with lunchtime activities down at College Park. His role was to assist Bridget with supervision of students at lunchtime at the turf and encourage participation. Approx. 120-150 kids are present at the turf most days of the year. His wage was \$5400. Based on this years reduced roll the funding available is \$21,028 – obviously therein lies a short fall. We do not have the funds to continue to fund his wages for 2015, thus compromising our Sportfit programme. WE are also in desperate need of more equipment for the Sportfit programme.</p> <p>We would like to make a proposal for the funding of Kevin Hart's wages and for equipment.</p> <p>This would allow us to continue to support both these staff that assist with the administering sport here at MBC and in particular lunchtime activities and provide students with suitable equipment.</p> <p>Participation numbers, reduction of incidents, the effectiveness of the staff to perform job descriptions.</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>   | <p>Having these 2 staff involved is important for :</p> <ul style="list-style-type: none"> <li>- Participation</li> <li>- Safety (health and safety concerns if only 1 supervising staff present)</li> <li>- Bridget's ability to do her job properly</li> <li>- School culture and atmosphere</li> </ul> <p>Anecdotal concerns with large numbers at College Park.</p>   |
| <p>MBC is an institution will be better off if this application is successful because</p>  | <ul style="list-style-type: none"> <li>- Participation</li> <li>- Safety (health and safety concerns if only 1 supervising staff present)</li> <li>- School culture and atmosphere</li> <li>- Less pressure on campus site (i.e. if we can't get this money then college park can't be an option for students at lunchtime if Bridget is absent so more students will have to stay on an already small campus)</li> </ul>   |
| <p>Students will be better off from this application because?</p>  | <p>Opportunities for participation in sport and recreation and all the associated benefits that brings to young men.</p>  |
| <p>Who will benefit?</p>   | <p>Bridget, Kevin, Students, TIC Sport (C.S), other staff; especially staff involved in sport.</p>  |
| <p>How many will benefit?</p>  | <p>Every student that engages in sport or lunchtime activity ... lots.</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Newsletter</p>   |

## BUDGET - Sport Staff Wages and Kiwisport Equipment

| <b>Elements</b>                             | <b>Supporting Information</b>                  | <b>Cost</b>                             |
|---|--|---|
| Costs of Sport staff                        | Sports Co-ordinator<br>Kiwisport Lunchtime Aid | \$18,879<br><u>\$ 5,400</u><br>\$24,279 |
| Equipment                                   | For lunchtime Kiwi-Sports                      | \$800                                   |
| <b>Total Cost</b>                           |  | <b>\$25,079</b>                         |
| Minus contribution from outside providers   | Provided in bulk grant by MOE                  | \$21,028                                |
| Contribution provided in 2015 school budget | \$21028  |   |
| <b>To make this a reality we need</b>       | <b>Contribution required from – the icing</b>  | <b>\$4,051</b>                          |



## Marlborough Boys' College Strategic Goals and Plans

| Project   | Sport 4 – Swimming pool   |
|---|---|
| <p><b>Project Description</b><br/>What we will do?</p> <p>What will be different from now?</p> <p>What do we hope to achieve?</p> <p>How will we measure our results?</p> | <p>In Term 1 we use the pool to deliver the aquatics and water safety part of the Junior Physical Education Curriculum. In our Senior school various classes use the pool for the teaching and assessing of the practical components of certain Achievement and Unit Standards. The pool is also use to run the MBC Swimming Sports as well as offer a lunchtime recreational activity.</p> <p>At the present time the Board put in \$4500 and the balance has been paid for out of the Physical Education Faculty Classroom materials account.</p> <p>We hope to offer MBC pupils a quality Aquatics programme and our Senior students the opportunity to achieve the standards on offer. The funding request of \$7000 would allow for the running costs of the pool.</p> <p>Successful achievement results in Standards assessed at the pool in line with MBC Academic Goals for 2015. Participation numbers and less negative incidents at lunchtimes due to positive engagement in organized activity.</p> |
| <p>The project is needed because?</p> <p>What evidence supports this need?</p>  | <p>It is vital that the water quality control be at the best level possible to ensure the Health and Safety of MBC Students. Hence the need for a professional company to undertake basic day to day running of our pool. The Physical Education Faculty cannot afford to continue to be the backstop of running this Facility especially as in 2015 our Budget has been cut by 10%.</p> <p>Invoice statements from 2014. Pools in Schools guidelines from the Ministry of Education. Student wellbeing.</p>  |
| <p>MBC is an institution will be better off if this application is successful because?</p>  | <p>The pool will be in the best possible condition for student use. The staff and students of MBC will have a good teaching/learning facility right on site. Costs in money and time will not be lost by transit to Stadium. Water confidence and the positive benefits of young men enjoying a supervised lunchtime activity.</p>  |
| <p>Students will be better off from this application because?</p>   | <p>Facility on site. Saving in cost to family for entry to Stadium. Time saving in each lesson not having to transit. Lunchtime activity facility. Student well-being through House competitions.</p>   |
| <p>Who will benefit?</p>  | <p>Students right across school.</p>  |
| <p>How many will benefit?</p>   | <p>Approx. 400 students in Junior school. 100 Senior students in Physical Education classes. Any student across the school at lunchtime.</p>  |
| <p>How will you acknowledge the organisation that supports you?</p>   | <p>School Newsletter, Marlburian, and opportunity for signage around pool.</p>  |

## BUDGET - Sport 4 – Swimming pool

| <b>Elements</b>                             | <b>Supporting Information</b> | <b>Cost</b>    |
|---|-------------------------------|----------------|
| Pool day to day testing                     | Testing and chemical cost     | \$7,000        |
| Ongoing maintenance                         |                               |                |
| <b>Total Cost</b>                           |                               |                |
| Minus contribution from outside providers   |                               | \$0            |
| Contribution provided in 2015 school budget |                               | \$3885         |
| <b>To make this a reality we need</b>       |                               | <b>\$3,115</b> |



**THE FOUNDATIONS**

|                |                        |                               |                 |                 |                  |
|----------------|------------------------|-------------------------------|-----------------|-----------------|------------------|
| <b>Finance</b> | <b>Human Resources</b> | <b>Information technology</b> | <b>Property</b> | <b>Pastoral</b> | <b>Community</b> |
|----------------|------------------------|-------------------------------|-----------------|-----------------|------------------|



## Marlborough Boys' College Strategic Goals and Plans

| Project  | PB4L Tier 1 programme in the school   |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
|--|---|------------|--------------------|------------|--------------------|-------------|----|----|---|-------------|----|----|---|-------------|----|----|---|-------------|----|----|---|-------------|----|----|---|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/>           How will we measure our results?</p> | <p>To create the circumstances / environment to enable our school values to be in-bedded in the observed behaviour of 90+% of our boys enabling them to be the best that they can be. This will be done through teaching school values and culture in a prescribed Pastoral Programme and support of the Aratika programme – a positive rewards programme “for doing the right thing.”</p> <p>We will fund this programme rather than crib resources from other existing budgets.</p> <p>We will measure the results by analysing pastoral entries on the student management system (KAMAR) and analysing stand down/suspension rates</p> |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>The project is needed because?<br/>           What evidence supports this need?</p>   | <p><b>Stand-downs, Suspensions, Exclusions</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Stand-down</th> <th>Suspension</th> <th>Exclusion/Expelled</th> </tr> </thead> <tbody> <tr> <td><b>2010</b></td> <td>60</td> <td>27</td> <td>7</td> </tr> <tr> <td><b>2011</b></td> <td>15</td> <td>17</td> <td>4</td> </tr> <tr> <td><b>2012</b></td> <td>25</td> <td>26</td> <td>4</td> </tr> <tr> <td><b>2013</b></td> <td>35</td> <td>17</td> <td>4</td> </tr> <tr> <td><b>2014</b></td> <td>54</td> <td>21</td> <td>3</td> </tr> </tbody> </table>              |            | Stand-down         | Suspension | Exclusion/Expelled | <b>2010</b> | 60 | 27 | 7 | <b>2011</b> | 15 | 17 | 4 | <b>2012</b> | 25 | 26 | 4 | <b>2013</b> | 35 | 17 | 4 | <b>2014</b> | 54 | 21 | 3 |
|  | Stand-down  | Suspension | Exclusion/Expelled |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <b>2010</b>  | 60  | 27         | 7                  |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <b>2011</b>  | 15  | 17         | 4                  |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <b>2012</b>  | 25  | 26         | 4                  |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <b>2013</b>  | 35  | 17         | 4                  |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <b>2014</b>  | 54  | 21         | 3                  |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>MBC is an institution will be better off if this application is successful because</p>  | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>           It will support our ability to raise expectations and achievement for all with a focus on priority learners including Maori, Pasifika and students with special education needs.(b)<br/>           Provide a safe and positive learning environment with a focus on the promotion of pride and respect.(a)<br/>           This plan will also support our ability to have positive relationships with our community for the mutual benefit of all.(e)</p>   |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>Students will be better off from this application because?</p>  | <p>The students (wider population) will benefit from teachers focussing more on learning and teaching and less on dealing with behaviour management.</p>  |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>How many will benefit?</p>  | <p>All Junior students (at least) stand to benefit.</p>   |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>Who else will benefit?</p>  | <p>All teachers, Impact will also be felt on the wider school culture.</p>  |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |
| <p>How will you acknowledge the organisation that supports you?</p>  | <p>Signage.<br/>           School newsletter.</p>   |            |                    |            |                    |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |             |    |    |   |

## BUDGET PB4L Tier 1 programme in the school

| Elements   | Supporting Information   | Cost               |
|--|--|--------------------|
| Year 8-9 Transition visits   | Funding required for teacher relief<br>Resources                                 | \$2,000<br>\$1,000 |
| School Wide Tier 1 support   | Rewards/Resources  | \$5,000            |
| Tuakana Teina Programme<br>To teach the school values and<br>culture | Resources and guest speakers(late start P1<br>Thursday)                          | \$2,000            |
| Pastoral Programme   | To resource whole school pastoral (skills for life)<br>instruction.              | \$5,000            |
| Unit for pastoral Programme  |  | \$4,000            |
| <b>Total Cost</b>  |  | <b>\$19,000</b>    |
| Less contribution provided in<br>2015 school budget                  | The cake<br>Staff wage   | \$4,000            |
| Less contribution from outside<br>providers                          | 2014 \$2000 School Council. Goods provided for<br>the Aratika shop by businesses | TBC                |
| <b>To make this a reality we<br/>need</b>                            | <b>The icing</b>   | <b>\$15,000</b>    |



## Marlborough Boys' College Strategic Goals and Plans

| Project   | PB4L Tier 2 programme in the school  |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
|---|--|------------|--------------------|------------|--------------------|-------------|----|----|----------|-------------|----|----|----------|-------------|-----------|-----------|----------|-------------|-----------|-----------|----------|-------------|-----------|-----------|----------|
| <p><b>Project Description</b><br/>What we will do?<br/>What will be different from now?<br/>What do we hope to achieve?<br/><br/>How will we measure our results?</p> | <p>Develop and maintain an inclusion Centre at the college to provide a space to engage in the teaching and reinforcing of expectations with the aim of moving students who disrupt teaching and learning towards a more teachable state.</p> <p>In 2014 we piloted successful interventions with students who displayed behaviour which place them at risk of exclusion. These pilots have taken place despite an inadequate physical location and with limited staffing that has relied on diverting existing staff from other duties.</p> <p>We will measure the results by analysing pastoral entries on the student management system (KAMAR), analysing stand down/suspension rates and the successful return to the mainstream of those who display Tier II behaviours.</p> |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>The project is needed because?<br/><br/>What evidence supports this need?</p>  | <p><b>Stand-downs, Suspensions, Exclusions</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>Stand-down</th> <th>Suspension</th> <th>Exclusion/Expelled</th> </tr> </thead> <tbody> <tr> <td><b>2010</b></td> <td>60</td> <td>27</td> <td><b>7</b></td> </tr> <tr> <td><b>2011</b></td> <td>15</td> <td>17</td> <td><b>4</b></td> </tr> <tr> <td><b>2012</b></td> <td><b>25</b></td> <td><b>26</b></td> <td><b>4</b></td> </tr> <tr> <td><b>2013</b></td> <td><b>35</b></td> <td><b>17</b></td> <td><b>4</b></td> </tr> <tr> <td><b>2014</b></td> <td><b>54</b></td> <td><b>21</b></td> <td><b>3</b></td> </tr> </tbody> </table>   |            | Stand-down         | Suspension | Exclusion/Expelled | <b>2010</b> | 60 | 27 | <b>7</b> | <b>2011</b> | 15 | 17 | <b>4</b> | <b>2012</b> | <b>25</b> | <b>26</b> | <b>4</b> | <b>2013</b> | <b>35</b> | <b>17</b> | <b>4</b> | <b>2014</b> | <b>54</b> | <b>21</b> | <b>3</b> |
|   | Stand-down   | Suspension | Exclusion/Expelled |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <b>2010</b>   | 60   | 27         | <b>7</b>           |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <b>2011</b>   | 15   | 17         | <b>4</b>           |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <b>2012</b>   | <b>25</b>  | <b>26</b>  | <b>4</b>           |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <b>2013</b>   | <b>35</b>  | <b>17</b>  | <b>4</b>           |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <b>2014</b>   | <b>54</b>  | <b>21</b>  | <b>3</b>           |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>MBC is an institution will be better off if this application is successful because</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways:<br/>It will support our ability to raise expectations and achievement for all with a focus on priority learners including Maori, Pasifika and students with special education needs.(b)<br/>Provide a safe and positive learning environment with a focus on the promotion of pride and respect.(a)<br/>This plan will also support our ability to have positive relationships with our community for the mutual benefit of all.(e)</p>   |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>Students will be better off from this application because?</p>   | <p>The Tier II behaviour students will have a life changing reward if they reengage in learning. The students (wider population) who have their teaching and learning disrupted by the (currently) enduring presence tier II behaviour will also benefit for teacher focussing more on learning and teaching and less on dealing with behaviour management.</p>  |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>How many will benefit?</p>   | <p>All Junior students (at least) stand to benefit.</p>  |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>Who else will benefit?</p>   | <p>All teachers, all Junior students (at least) stand to benefit. Impact will also be felt on the wider school culture.</p>  |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |
| <p>How will you acknowledge the organisation that supports you?</p>   | <p>Signage.<br/>Visit and presentation from students who have benefitted from the Tier II programme followed by Q &amp; A.</p>   |            |                    |            |                    |             |    |    |          |             |    |    |          |             |           |           |          |             |           |           |          |             |           |           |          |

## BUDGET PB4L Tier 2 programme in the school

| <b>Elements</b>  | <b>Supporting Information</b>   | <b>Cost</b>     |
|--|---|-----------------|
| FGC and interagency attendance                         | Funding required for teacher relief   | \$1,000         |
| PB4L Tier II inclusion Centre                          | Support staff for the inclusion centre and internal stand-down room                               | \$71,000        |
| PB4L Tier II   | Resources and Diploma assistance  | \$10,000        |
| PB4L Tier II Transition Aide                           | MoE IRF and Alt Ed funding  | \$10,000        |
| Transforming existing toilet into usable room          | Completed with voluntary labour and support of Blenheim business community using 2014 budgeted \$ | TBC             |
| <b>Total Cost</b>                                      |   | <b>\$92,000</b> |
| Contribution by outside providers                      | PB4L Tier II Transition Aide<br>MoE IRF and Alt Ed funding  | \$10,000        |
| Contribution provided in 2015 school budget            | The cake<br>Staff wage  | \$41,206        |
| <b>Contribution asked from PTA, Old Boys' and MCCF</b> | <b>The icing</b>  | <b>\$40,794</b> |



## Marlborough Boys' College Strategic Goals and Plans

| Name   | Sustainable Environment  |
|--|--|
| <p><b>Project Description</b><br/>           What we will do?<br/>           What will be different from now?<br/>           What do we hope to achieve?<br/> <br/>           How will we measure our results?</p> | <p>Purpose: To establish a school recycling centre<br/>           Currently there are recycling systems within MBC which reflect a change in behaviour but are insufficient for the amount of material currently being recycled and require significant scaling up to cope with the potential volume.</p> <p>The student Enviro-Council has been instrumental in drafting a sustainable waste management policy which the BOT adopted in 2014. For this policy to be implemented infrastructure is needed to scale up the collection, sorting and storage of recyclable materials so that a commercial contractor will be prepared to collect it.</p> <p>The effectiveness of this initiative will be measured by</p> <ul style="list-style-type: none"> <li>• Changes in behaviour regarding the disposal of waste</li> <li>• Volumes of recycled materials being processed</li> <li>• Reduction in the volume and cost of waste to landfill</li> </ul> |
| <p>The project is needed because?<br/> <br/>           What evidence supports this need?</p>   | <ul style="list-style-type: none"> <li>• The BOT have a sustainable waste policy that requires action to manage waste materials in a sustainable way</li> <li>• The school has an obligation, as a part of the local. National and global community to act sustainable.</li> <li>• The school have an obligation to educate citizens of a sustainable future world.</li> <li>• Observations indicate that a significant proportion of waste going to landfill via the skip is recyclable</li> <li>• Rubbish disposal is currently costing \$10-12K per year</li> </ul>   |
| <p>MBC is an institution will be better off if this application is successful because?</p>   | <p>The proposal links to the Strategic Plan/Charter in the following ways:</p> <p>Goal A. Encourage provide in and respect for the environment through better waste management and sustainable practice</p> <p>Goal B. /2 Providing a context for delivery of the curriculum value of Ecological Sustainability</p> <p>Goal C. Supporting the governance policy of Sustainable waste management by facilitating the management responsibility to enact the policy and student leadership in implementing appropriate practices.</p> <p>Goal E. Positive relations with the community will be enhanced through being seen to act responsible as an institution and educating participants in sustainable citizenship</p>  |
| <p>Students will be better off from this application because?</p>  | <ul style="list-style-type: none"> <li>• Environmental improvement</li> <li>• Opportunities to develop action competence</li> <li>• Development of citizenship through sustainable action</li> <li>• Leadership opportunities</li> </ul>   |
| <p>Who will benefit?</p>   | <ul style="list-style-type: none"> <li>• BOT through policy enactment</li> <li>• Students through education for sustainability, action competence and leadership</li> <li>• School budget through reduction in waste disposal costs</li> </ul>   |

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| How many will benefit?                                       | The entire school community  |
| How will you acknowledge the organisation that supports you? | Signage at the recycling centre will acknowledge the contribution of supporting organisations. |

## BUDGET Environment

| Elements   | Supporting Information   | Cost           |
|--|--|----------------|
| Large Wheelie bins                               | 5 x 1100 litre mobile bins for bulk storage of 5 waste classes for commercial collection @ \$782 per bin | \$3,910        |
| Recycle wheelie bins                             | 20 x \$120 litre wheelie bins for recycling stations around the school @ \$102 per bin                   | \$2,040        |
| Signage  | To encourage recycling behaviour and acknowledge sponsors  | \$500          |
| <b>Total Cost</b>                                |  | <b>\$6,450</b> |
| Less contribution provided by outside providers  | Savings from reduced rubbish   | \$TBC          |
| Less contribution provided in 2015 school budget | The cake   | \$0            |
| <b>To make this a reality we need</b>            | <b>The icing</b>   | <b>\$6,450</b> |