



Macleans College

2024 Annual Implementation Plan

Macleans College was founded on three cornerstones, or underlying values, that underpin the strategic objectives of the school. The Annual Improvement Plan is based on these cornerstone values. Delivery in each of the cornerstones is critical to the success of the students and school.

Academic achievement through the delivery of quality teaching and learning	The importance of extra-curricular activity	The Whānau House system
Maximising academic achievement for each student using a teacher-led pedagogy, and by providing a rigorous knowledge-rich curriculum.	Holistic student development and the enjoyment of school through participation in extra-curricular activities by every student and teacher.	Provision of comprehensive pastoral care, acquisition of the Macleans Values, self-discipline and the expectation of exemplary conduct.

Macleans College Vision:

To deliver quality education and development opportunities to the young people of our community, ensuring that they receive excellent preparation for further education, acceptance of social responsibilities and work in an international environment.

2024 Annual Improvement Plan

Priority Goals

1. WHANAU HOUSE – SCHOOL TONE AND CULTURE

Provide an orderly environment where all students feel a sense of belonging, are safe, valued and ready to learn.

Provide comprehensive pastoral care with the expectation of regular attendance and exemplary conduct.

2. ACADEMIC ACHIEVEMENT

Use of a teacher-led pedagogy based on Rosenshine's principles and the Great Teaching Toolkit. Students experience the interpersonal and social nature of learning. Creation of a written record of student learning.

Deliver a rigorous, knowledge-rich curriculum that prioritises literacy and numeracy.

3. EXTRACURRICULAR

Participation in a broad programme of extracurricular activities by all staff and students, for enjoyment and well-rounded development of skills and personal character.

2024 Annual Improvement Plan Elaboration of Priority Goals

Priority Goal 1. WHANAU HOUSE – BUILDING A SAFE AND PURPOSEFUL SCHOOL TONE AND CULTURE

Order, routine and structure lay the foundation upon which achievement is built.

The highest expectations of effort, attendance, appearance and conduct are held for every student and staff member. Creation of a supportive and structured environment requires all staff to consistently model and reinforce the expectations of the school.

We will provide an orderly environment where all students feel a sense of belonging, are safe and valued and ready to learn. The school environment must be orderly, productive and prioritise self-discipline.

Attendance is a Macleans College and nation-wide priority. Attendance is correlated with higher achievement and is also linked with resilience.

Strategic focus	Actions, outcomes and responsibilities
Ensure Macleans College is safe and inclusive, free from racism, discrimination and bullying. NELP 1	Consistent modelling and messaging of routine and structure by SMT, House Leaders, Form Teachers, Classroom teachers. SLT Constant and deliberate communication and implementation of behavioural expectations, expectation of 'regular' attendance, the Macleans Values, Deliberate Practices, The Basics. HAR Induction of new staff to include Deliberate Practices, The Basics, Macleans philosophy. GDR PLD for all staff to ensure consistent implementation of expectations of conduct, attendance, appearance, commitment, organisation, effort. MAC, TUI T & L team include 'Order' as an observation indicator. MCG Review of Discipline and Pastoral Care Plan by SMT and HL, with clear responses for student actions. TUI Extend the role of restorative practice within the Discipline and Pastoral Care Plan. TUI
High aspirations for every learner, sustaining identity language and culture. NELP 2, 5	Teachers have high expectations of all students – conduct, attendance, effort, appearance, organisation and commitment. SLT, HOFs, HLs Teachers model high expectations. SLT, HOFs, HLs

	<p>Teachers respond to student needs by knowing them, being culturally responsive and building professional learning relationships. SLT, HOFs, HLs</p> <p>Māori and Pacific student mentoring group is resourced and led by SLT. HAR, TUI</p>
<p>Clear and consistent communication and implementation of school expectations of student conduct. NELP 1.</p> <p>Clear channels of communication for staff.</p>	<p>Clear communication flows from SMT via all staff briefing, House Leaders and Head of Faculty meetings. HAR, MAC, HEY, TUI</p> <p>School-wide activities and events are carefully structured and clearly communicated to staff and students to ensure orderly implementation. HAR, PAC</p> <p>KAMAR Calendar to hold all key dates. PAC</p> <p>Staffroom whiteboard to hold term dates. PAC</p>
<p>Expectation of 'regular' attendance. NELP 3</p>	<p>Regular attendance is defined by the MOE as being present at school 90% of the time.</p> <p>Attendance will be closely monitored by form teachers. Issues are referred to the HL with support from the SMT Dean, SAS and external agencies as required.</p> <p>Attendance will be audited by the HL each term. An appropriate letter will be sent by HL to each student with attendance below 90% / 80%. TUI</p> <p>Full attendance will be celebrated. A letter will be sent to each student with full attendance. HAR, TUI</p>
<p>Provision of comprehensive pastoral care, acquisition of Macleans Values, expectation of exemplary conduct. NELP 1, 2, 3</p>	<p>Provide a comprehensive counselling and student support framework through the Whanau House, SAS, Health Centre, curriculum Health programme. TUI, SAS</p> <p>Training of all House Leaders and SAS staff in Restorative Practice by end of 2024. TUI</p>

Priority Goal 2. ACADEMIC ACHIEVEMENT

Pedagogy

There is an extensive and growing body of cognitive science research that has practical implications for teaching practice. While teaching remains a combination of art, science and experience, effective teaching practice requires certain elements be executed well in every lesson.

We will use a teacher-led pedagogy based on Rosenshine's principles of instruction and the Great Teaching Toolkit to inform and guide teacher practice.

Effective learning in school is a social activity that benefits from effective student-teacher relationships and meaningful interactions between peers. Classrooms will value written and verbal exchanges between students and teachers. Electronic devices will be used judiciously and not as a default means of content delivery.

Strategic focus	Actions, outcomes and responsibilities
Maximise academic attainment for each student through the implementation of an evidence-based pedagogy. NELP 2, 4, 6.	PLD to focus on Rosenshine's principles, use of the GTT, and Deliberate Practices. MCG Adherence to '5 Rules' for effective in-person teaching (handout). HOFs Use of data to track, monitor, report and support student progress, including Māori, Pacific and those who need special assistance. TUI Comprehensive career planning for all students, targeted at Year 10, 12 and 13. TUI
Effective teaching and learning in every class. NELP 2, 6.	Participation in a comprehensive programme of professional development, observation, feedback and Professional Growth Cycle. MCG, CAMB, All staff. Detailed annual PLD plan written MCG Peer observations completed, SMT and HOF paired walk through observations. To be reported on at SMT meetings. SMT, HOFs Ensure students keep complete 'record of learning' – mark student books. HOFs Teaching and Learning Team support staff with developing their practice, working intensively where needed MCG All staff complete Professional Cycle of Growth documents and present to HAR for recertification. Goal to relate to Rosenshine, GTT, Deliberate Practices or Te Ao Māori. CAMB, HAR

	Development of Professional Learning google site MCG
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Curriculum

Knowledge is a pre-condition for successful learning. We will deliver a rigorous, knowledge-rich curriculum that prioritises literacy and numeracy. Courses from Year 9 to 11 will prepare students for the NCEA Literacy and Numeracy co-requisites.

Knowledge Booklets that describe key content and vocabulary will be provided in hard copy to all students in each subject from Year 9 to 11.

Students will create a written record of their learning.

We will provide a curriculum and assessment pathways that deliver a challenging, broad and balanced education, and access to national and international qualifications.

Strategy	Actions, outcomes and responsibilities
Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. NELP 5	Deliberate and adequately resourced school-wide PLD in Te Ao Māori, tikanga and Te Reo Māori. MCG, TUI, HAR Incorporate tikanga into assemblies and other school occasions. Signage. HAR, TUI
Schemes of work incorporate domain specific content knowledge, vocabulary and appropriate Te ao Māori.	HOFs ensure each Scheme of Work is reviewed annually to specify a course of rigorous content knowledge, vocabulary and te ao Māori. Each student receives a Course Outline (Calendar, key vocabulary, content list, assessments). All Year 9 to 11 subjects issue a Knowledge Booklet to each student.
Schemes of work are knowledge-rich and coherent.	Schemes of work detail challenging, coherent, knowledge-rich courses of study that prioritise domain-based content. MAC Schemes link work from one year level to the next (vertical coherence) MAC

<p>Ensure every learner gains sound foundation skills including language, literacy and numeracy. NELP 2, 3, 4, 7</p>	<p>School-wide Literacy and Numeracy Strategies are implemented. HEY NCEA co-requisite is delivered in preference to achievement standards. HEY To provide successful qualification pathways for all students including NCEA, CAIE and vocational. TUI Planning for NCEA Level 2 and 3 changes and Co-requisite is undertaken. HEY Access to NZQA Scholarship is provided for all capable students. MAC Priority students have IEP and are supported by Learning Support staff. MAI Comprehensive ESOL provision for domestic and international learners. MAI</p>
<p>Reduce barriers to education for all. NELP 3</p>	<p>Develop strategies for the growing needs of students requiring Learning Support. MAI Continue to strengthen bi-cultural and multi-cultural perspectives within courses of study and school practices, including opportunities for education in Te Reo Maori.</p>
<p>Target and resource academic achievement, examinations and competitions at the highest level. NELP 2</p>	<p>Scholarship and Extension programmes to be reviewed. MAC No opting out of examinations or assessments. ALL</p>
<p>Collaborate with industry and employers to ensure learners have pathways to succeed. NELP 7</p>	<p>Comprehensive career counselling and planning. TUI</p>
<p>To provide opportunities that allow each student to acquire the characteristics of the Graduate Profile.</p>	<p>The 'formal' and 'informal' curriculum of the school includes opportunities for students to develop the attributes of the Macleans College Graduate Profile. ALL</p>

EXTRACURRICULAR

Participation in a broad programme of extracurricular activities by all staff and students enhances the experience of school. Extracurricular activities provide opportunities for students to develop skills and qualities of personal character that are not available in the classroom.

Programmes will be available in sports, performing arts, culture, leadership and service. Opportunities will range from participation to elite level.

There will be a range of free activities will be available to remove barriers to participation in the extracurricular programme.

Cultural programmes, especially Māori and Pacific, will be made available and supported.

Strategy	Actions, outcomes and responsibilities
To promote holistic development and enjoyment of school through the provision of an extensive extra-curricular programme that involves all staff and students. NELP 2	Provide an extensive range of sporting, cultural, artistic and service activities from social to elite level for the holistic development of well-rounded young people. PAC Increase parent and community involvement in the extra-curricular programme. PAC Recruit and develop coaches and managers from the school staff and parent community Develop a coaching and management model that promotes character development and the Macleans Values. PAC Foster student leadership opportunities through Captain's training. PAC Profile and acknowledge student achievement and participation at assemblies and prize givings. HAR, TUI Acknowledge and reward staff contribution to the extra-curricular programme. HAR, PAC Audit student and staff participation levels. PAC, GDR

2024 Annual Improvement Plan SMT Major projects

GDR

Implement recommendations from RRR committee
Investigate “de-implementation” process

MAC

Review Scholarship delivery model
Review place of Extension / Acceleration at Macleans
Lead NCEA curriculum transitions, including Literacy and Numeracy co-requisite requirements

MAI

Review provision of ESOL support to growing cohort of domestic and international learners
Review working practices of FFP team, including job descriptions, demarcations
Review support programme for special needs learners

MCG

Deliver PLD programme according to school priorities, with focus on the needs of part-time staff
Investigate how to leverage data and testing
Create a dashboard for key indicators

HEY

Improving the writing of assessments
Developing middle leaders as Leaders of Learning

TUI

Lifting attendance
Improve recording, tracking, monitoring and interventions to ensure equitable and excellent student attainment
Improve sustainability of Māori and Pacific Leadership group and associated activities

PAC

Increase clarity of messaging for key dates and week / term ahead
Special project on tone and culture

Annual “Business as Usual” activities

Pedagogy

Effective teaching and learning in every classroom is expected and is supported by: a comprehensive programme of PLD; a well-resourced Teaching and Learning Team; a school-wide Professional Growth Cycle.

Curriculum

Schemes of Work and Unit Plans are reviewed annually to ensure coherence and relevance.

Extra-curricular

To promote holistic development and enjoyment of school through the provision of an extensive extra-curricular programme that involves all staff and students.

Annually review programme of activities and ensure it remains viable and as broad as possible.

Increase parent and community involvement in the extra-curricular programme.

Foster student leadership opportunities.

Highlight and acknowledge student achievement and participation.

Pastoral and Whānau House

Provision of comprehensive pastoral care, and the expectation of exemplary conduct and acquisition of the Macleans Values through the Whanau House system.

Ensure clear and consistent communication and implementation of school expectations of student conduct by SMT, HL, HOF and classroom teachers.

Consistent tracking of student attendance and follow-up where necessary to ensure 92% average annual attendance.

Use of restorative practice in appropriate situations.

Provide a comprehensive counselling and support network to support student wellbeing, through the Whanau House, Health Centre, SAS and curriculum Health programme.

Personnel, organisational development and culture – see PLD annual plan and PLD website

To deliver excellent staff development.

To attract, retain and develop staff of the highest quality and to develop academic leadership capacity.

Maintain a school environment, profile and culture that retains and attracts talented staff.

Identify and develop high performing staff and those with leadership potential.

Prioritise staff welfare and development through; extensive professional development, staff rewards, acknowledgement of staff efforts, EAP subscription, Board funded events.

Community and whanau

To strengthen school-community relationships, with Māori and Ngai Tai ki Tamaki in particular.

Play an active role in the Te Ara Bucklands Beach Kahui Ako.

Continue to develop the school alumni and Development Office.

Work in partnership with parent groups – Māori, Pacific, Chinese, Accelerate, (reporting, pathway, parenting etc).

Utilise the Whanau House system to support charitable organisations in the community.

Learning environment and resourcing

To provide the property, resourcing and infrastructure needed to achieve the school's objectives.

Determine and respond to the impact of in-zone roll growth on property and resourcing requirements, ballot options and international students.

Prudently manage the school's finances.

2024 Annual Improvement Plan – Academic Targets

CIE students will achieve the following levels of performance:

- AS 80% of papers will be graded a to d grades
- AS 25% of papers will be graded A
- A 98% of papers will be graded A-D grades
- A 45% of papers will be graded A* and A

NCEA students will achieve the following levels of performance:

Co-requisite: 90% of Year 11 students to have completed both the Literacy and Numeracy co-requisites.

Level 2: Course progression credits (85% of students will gain 14 or more credits in the subject)

Level 3: 85% of students will gain the minimum 14 credits in each Level 3 subject to contribute towards University Entrance

95% of eligible students will gain NCEA Level 2

90% of eligible students will gain NCEA Level 3

10% of NCEA Certificates will be endorsed with Excellence

30% of certificates will be endorsed with Merit at L2 and L3.

90% of eligible students will gain UE upon leaving school.

NZQA Scholarship

Target of 140 Scholarship passes

Māori and Pasifika students

To achieve at rates identified above

Attendance Rate

92% average attendance rate across the school. 85% of students to have 'regular' attendance.