

# **Macleans College**

**Strategic Plan 2024 – 2025**

## Context

Macleans College is a large co-educational state high school situated in Bucklands Beach, Auckland.

In a Treaty Settlement in 2021 Ngai Tai ki Tamaki were reinstated as landowners of the school site.

The school is named after the Maclean family who immigrated to New Zealand in 1850 and farmed the area on which the school is built.

The school was opened in 1980 with a roll of 199 students. The school was the first S80 or Whānau House school built in New Zealand. The Whānau House structure is a key distinguishing feature of the school as it determines the nature of student interactions, communication flows and school operations. Each of the eight Whānau House comprises a large building with a variety of teaching spaces and a commons area which acts as a social and teaching space. The Whānau acts as an extended family of over 300 students and 20 staff that operates as a mini school within the larger school. A House Leader and Deputy House Leader who are responsible for the pastoral care of the students and administration of the House lead each Whānau.

On arrival at Macleans College a student is placed in a form class that is assigned to one of the Whānau Houses. The students remain in that form class and Whānau for the duration of their time at Macleans. This allows students to build a sense of belonging, and enjoy a caring, student-centred environment and a level of pastoral support that would not be available in a typical large secondary school.

Over recent years large scale immigration of Asian, South African and Middle Eastern people has seen major population growth and increasing ethnic diversity. These increasing numbers and diversity are reflected in the school roll. Students from more than 80 nationalities attend Macleans and the roll has grown to over 2800. International fee-paying students are an important group in the life of Macleans, providing further diversity and extra resourcing that is enjoyed by all students.

The school has offered Cambridge International Examinations since the early 2000's. In 2019 the school made the decision to remove full external examination courses from Year 11 and to provide a locally designed curriculum. Results in national and international examinations place Macleans College among the top few schools in New Zealand.

The school offers content-rich, subject-based courses in line with its belief in the importance of a knowledge-rich curriculum. Teachers lead the learning in their classrooms using a proven pedagogy based on the science of learning. Students are expected to actively participate in their learning and classroom activities.

An extensive extra-curricular programme is offered in which all students and staff participate. This is important for the holistic development of our students. Individual students and teams regularly compete successfully at national and international level.

## Demographics - 2023

School Type	Secondary (Year 9 to 13)
Equity Index	390
School Roll	2902
International Students	173 (150 FTE)

### Ethnic Composition (MOE Tier 1 Categories)

European	29%
Asian	63%
Māori	3%
Pasifika	2%
MELAA	3%
Other	<1%

# National Education and Learning Priorities

The Macleans College Strategic Plan addresses the objectives outlined in the statement of National Education and Learning Priorities.

## The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.

OBJECTIVES	1 <b>LEARNERS AT THE CENTRE</b> Learners with their whānau are at the centre of education	2 <b>BARRIER FREE ACCESS</b> Great education opportunities and outcomes are within reach for every learner	3 <b>QUALITY TEACHING AND LEADERSHIP</b> Quality teaching and leadership make the difference for learners and their whānau	4 <b>FUTURE OF LEARNING AND WORK</b> Learning that is relevant to the lives of New Zealanders today and throughout their lives	5 <b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION</b> New Zealand education is trusted and sustainable
PRIORITIES	<p>1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p> <p>2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</p> <p>4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy</p> <p><small>* Oral language encompasses any method of communication: the learner/ākonga uses as a first language, including New Zealand sign language</small></p>	<p>5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p> <p>6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<p>7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>	<p>8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)</p>

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, all kōwhiri reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

**Our Mission:** To make the world a better place.

**Our Foundation Values:**

**Macleans College was founded on three cornerstones, or underlying values, that underpin the strategic objectives of the school.**

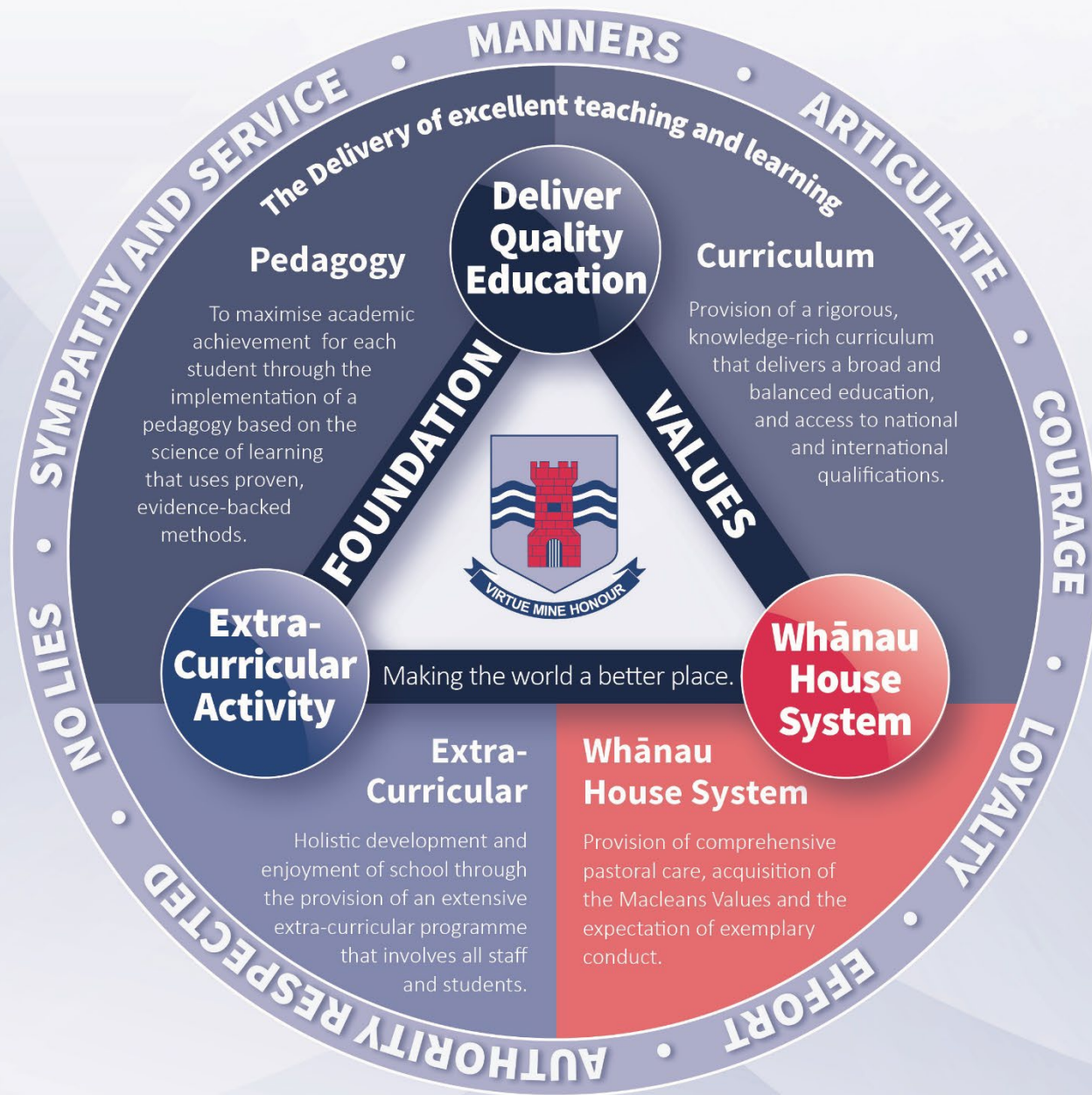
<b>The delivery of quality teaching and learning</b>	<b>The importance of extra-curricular activity</b>	<b>The Whānau House system</b>
Maximising academic achievement for each student using a pedagogy based on the science of learning, and by providing a knowledge-rich curriculum.	Holistic student development and enjoyment of school through participation in extra-curricular activities by every student and teacher.	Provision of comprehensive pastoral care, a sense of belonging, acquisition of the Macleans Values 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.

**Our Culture:**

We are achievement-oriented and dedicated to the success of all students and staff. We treat people with respect and support them to challenge themselves in their educational, personal and professional growth.



# Strategic Objectives 2024 – 2025

Macleans College will realise its vision through pursuing the following key strategic objectives:

## **The delivery of excellent teaching and learning**

### **Pedagogy**

To maximise academic achievement for each student through the implementation of a pedagogy based on the science of learning that uses proven, evidence-backed methods.

### **Curriculum**

Provision of a rigorous, knowledge-rich curriculum that delivers a broad and balanced education, and access to national and international qualifications.

## **The importance of extra-curricular activity**

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

## **The Whānau House system**

Provision of comprehensive pastoral care, a sense of belonging, acquisition of the Macleans Values and the expectation of exemplary conduct.

## Supporting Objectives

Macleans College has the following objectives that enable and support the achievement of the three key strategic objectives:

### **Organisational development and culture**

To attract, train, retain and develop staff of the highest quality and to develop academic leadership capacity. To provide a positive and formative school culture for staff.

### **Community and whanau**

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

### **Learning environment and resourcing**

To manage roll growth and provide the resourcing, funding and physical infrastructure needed to support student achievement and wider school objectives.



## Elaboration of Strategic Objectives 2024 - 2025

Strategic Objective	Actions and implementation
<p>1. Pedagogy and achievement</p> <p>To maximise academic achievement for each student through the implementation of a pedagogy based on the science of learning and proven, evidence backed methods.</p>	<ul style="list-style-type: none"> <li>➤ Effective teaching and learning occurs in every class, this is observed and fed back to teachers through the Teaching and Learning Team and Line Managers. <b>NELP 6</b></li> <li>➤ Implement a professional learning programme that allows all teachers to develop a pedagogy based on the science of learning and proven, evidence-backed methods of instruction. <b>NELP 6</b></li> <li>➤ Continue to monitor the role of digital learning strategies and devices in classroom delivery to ensure the most effective means of content delivery are used.</li> <li>➤ Development of academic leadership capacity through HOF forums and SMT partnerships. <b>NELP 6</b></li> <li>➤ Use of data to track, monitor, report and support student progress, including Maori, Pasifika and those who need special assistance. <b>NELP 4</b></li> <li>➤ Comprehensive career counselling and planning for all students. <b>NELP 7</b></li> <li>➤ Target and resource academic achievement, examinations, and competitions at the highest level. <b>NELP 2</b></li> <li>➤ Reward and acknowledge student achievement.</li> </ul>
<p>2. Curriculum</p> <p>To provide a rigorous, knowledge-rich curriculum that delivers a broad and balanced education, and access to national and international qualifications.</p>	<ul style="list-style-type: none"> <li>➤ All schemes of work are written, or rewritten, to provide content rich, knowledge-based, disciplinary courses, including key vocabulary. <b>NELP 4</b></li> <li>➤ School-wide Literacy and Numeracy Strategies are implemented. <b>NELP 4</b></li> <li>➤ To provide successful qualification pathways for all students including NCEA, CAIE and vocational. <b>NELP 7</b></li> <li>➤ Planning for NCEA Level 2 and 3 changes and Co-requisite is undertaken. <b>NELP 4</b></li> <li>➤ Access to NZQA Scholarship is provided for all capable students. <b>NELP 2</b></li> <li>➤ Priority students have IEP and are supported by Learning Support staff. <b>NELP 3</b></li> <li>➤ Meaningfully incorporate te reo Māori and tikanga Māori within courses of study and school practices, including opportunities for study of Te Reo Māori. <b>NELP 5</b></li> <li>➤ Undertake an annual curriculum and timetable review. <b>NELP 4</b></li> </ul>

<p>3. Extra-curricular</p> <p>To promote holistic development and enjoyment of school through the provision of an extensive extra-curricular programme that involves all staff and students.</p>	<ul style="list-style-type: none"> <li>➤ 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. <b>NELP 2</b></li> <li>➤ Increase parent and community involvement in the extra-curricular programme. <b>NELP 2</b></li> <li>➤ Recruit and develop coaches and managers from the school staff and parent community</li> <li>➤ Develop a coaching and management model that promotes character development and the Macleans Values</li> <li>➤ Foster student leadership opportunities through Captain's training</li> <li>➤ Profile and acknowledge student achievement and participation at assemblies and prize givings</li> <li>➤ Acknowledge and reward staff contribution to the extra-curricular programme</li> <li>➤ Audit student and staff participation levels</li> </ul>
<p>4. Pastoral and Whānau House</p> <p>Provision of comprehensive pastoral care, and the expectation of exemplary conduct and acquisition of the Macleans Values through the Whanau House system.</p>	<ul style="list-style-type: none"> <li>➤ Ensure the school is physically and emotionally safe, inclusive and free from racism and bullying. <b>NELP 1</b></li> <li>➤ Clear and consistent communication and implementation of school expectations of student conduct. <b>NELP 1</b></li> <li>➤ Māori and Pacific student mentoring group is resourced and led by SMT. <b>NELP 2, 5</b></li> <li>➤ Peer Support programme is led by SAS and DHLs. <b>NELP 1</b></li> <li>➤ Provide opportunities for leadership development of staff and students.</li> <li>➤ Consistent tracking of student attendance and follow-up where necessary. <b>NELP 3</b></li> <li>➤ Promotion of the Macleans Values. <b>NELP 1</b></li> <li>➤ Maintenance of a clear discipline and pastoral care plan that upholds the expectations of the school community to provide a safe school. <b>NELP 1, 2</b></li> <li>➤ Provide a comprehensive counselling and support network through the Whanau House, SAS, Health Centre and curriculum Health programme. <b>NELP 1, 3</b></li> <li>➤ Extend the role of restorative practice within the Discipline and Pastoral Care Plan. <b>NELP 1</b></li> </ul>
<p>5. Organisational development and culture</p> <p>To attract, train, retain and develop staff of the highest</p>	<ul style="list-style-type: none"> <li>➤ Enhance the quality of teaching through resourcing a comprehensive professional learning programme. <b>NELP 6</b></li> <li>➤ Train teaching staff in hard-to-staff subjects through the ASTTP. <b>NELP 6</b></li> <li>➤ Appoint staff of the highest calibre who are dedicated to excellence, committed to enhancement of their practice and to the extra-curricular life of the school.</li> </ul>

<p>quality and to develop academic leadership capacity.</p>	<ul style="list-style-type: none"> <li>➤ Maintain a school environment, tone and culture that retains and attracts talented staff</li> <li>➤ Implement an effective annual performance review process (Professional Growth Cycle). <b>NELP 6</b></li> </ul>
<p>6. Community and whanau</p> <p>To strengthen school-community relationships, with Maori in particular.</p>	<ul style="list-style-type: none"> <li>➤ Strengthen relationships with our Maori community, particularly Ngai Tai ki Tamaki. <b>NELP 2</b></li> <li>➤ Develop the involvement of parents and past students in the school through coaching, Alumni Office, school events. <b>NELP 2</b></li> <li>➤ Deliver timely and appropriate communications to whanau and school community.</li> <li>➤ Work in partnership with parent groups. <b>NELP 2</b></li> <li>➤ Play an active role in the Te Ara Bucklands Beach Kahui Ako. <b>NELP 2</b></li> <li>➤ Develop relationships with strategic partners.</li> <li>➤ Develop the school alumni.</li> <li>➤ Utilise the Whanau House system to support charitable organisations in the community</li> </ul>
<p>7. Learning environment and resourcing</p> <p>To manage growth and provide the resourcing and infrastructure needed to support student achievement and wider school objectives.</p>	<ul style="list-style-type: none"> <li>➤ Manage the roll and enrolments to ensure school rooming and resourcing can accommodate all students.</li> <li>➤ Complete the Property Master Plan and develop staging plan for future property developments, including a new Whanau House, Administration Block, and additional teaching spaces.</li> <li>➤ Ensure school operations can be adequately funded while decreasing reliance on International Student income.</li> <li>➤ Property and grounds are developed to enhance the learning experience and meet the evolving needs of the school.</li> <li>➤ The construction of a whare or similar building is explored.</li> <li>➤ The role of the Macleans College Development Trust is explored.</li> </ul>

## Strategic Plan Overview including Measures and Targets

Strategic Objectives	Main initiatives	Measures of success	Targets
<p data-bbox="163 269 831 301"><b>The delivery of quality teaching and learning</b></p> <p data-bbox="259 341 685 373"><b>Pedagogy and achievement</b></p> <p data-bbox="259 381 831 541">To maximise academic achievement for each student through the implementation of a pedagogy based on the science of learning that uses proven, evidence-backed methods.</p>	<p data-bbox="864 381 1207 525">Develop a pedagogy based on Rosenshine's principles and the Great Teaching Toolkit.</p> <p data-bbox="864 564 1207 676">Reach academic targets as stated for each year level and pathway.</p> <p data-bbox="864 716 1061 748">PLD calendar.</p> <p data-bbox="864 868 1207 963">Improve use of data for tracking and monitoring student achievement.</p> <p data-bbox="864 1043 1207 1187">T and L team provide comprehensive support for PCT and overseas trained staff.</p> <p data-bbox="864 1267 1207 1331">ASTTP programme used to train own staff.</p>	<p data-bbox="1240 381 1641 493">Consistent use of Rosenshine and 'GTT' pedagogy in classrooms.</p> <p data-bbox="1240 564 1615 596">Academic targets reached.</p> <p data-bbox="1240 716 1630 780">PLD calendar executed and Growth Cycle written.</p> <p data-bbox="1240 868 1641 932">Faculty report notes use of data.</p> <p data-bbox="1240 1043 1626 1187">All PCTs receive support to attain full certification. O/seas trained get full onboarding.</p> <p data-bbox="1240 1267 1576 1331">Recruit and train staff in hard to staff subjects</p>	<p data-bbox="1675 381 2002 445">Noted in 80% of lesson observations.</p> <p data-bbox="1675 564 1968 628">See academic target sheet.</p> <p data-bbox="1675 716 2018 852">All staff complete Professional Growth Cycle and submit to T&amp;L team.</p> <p data-bbox="1675 900 2013 963">All faculties use tracking of student credits.</p> <p data-bbox="1675 1043 2029 1227">Full certification achieved by all PCTs and o/seas trained staff following comprehensive programme.</p> <p data-bbox="1675 1267 2036 1299">3 recruits trained for 2025</p>

<p><b>The delivery of quality teaching and learning</b></p> <p><b>Curriculum</b> To provide a rigorous, knowledge-rich curriculum that delivers a broad and balanced education, and access to national and international qualifications.</p>	<p>Further develop our knowledge rich curriculum through subject knowledge books.</p> <p>Comprehensive subject review, including vocational offering.</p> <p>Redevelop the Faculty Plan documentation.</p> <p>Māori Studies and other subjects to incorporate matauranga and te ao Māori.</p>	<p>Schemes of work on Sites, Year 9 to 11 with Knowledge Books.</p> <p>Subject review completed.</p> <p>Implementation of new faculty reporting document.</p> <p>Liaise with Ngai Tai to inform content embedded in 9MAS and other subjects.</p>	<p>All schemes on Macleans Sites. Knowledge Books in all student books.</p> <p>Complete by end of 2024.</p> <p>All faculties use new faculty report model.</p> <p>Rewritten 9MAS scheme with Ngai Tai input. Other schemes developed with matauranga Māori.</p>
<p><b>The importance of extra-curricular activity</b></p> <p>To promote holistic development and enjoyment of school through the provision of an extensive extra-curricular programme that involves all staff and students.</p>	<p>Develop a coaching and management model that promotes character development.</p> <p>Increase community and parent coaching involvement.</p> <p>Identify sports and support structures required for elite participation.</p>	<p>Students / teams and groups display Macleans values.</p> <p>Parents and ex-student involvement. Number of teams / groups.</p> <p>Resourcing in place to support long term participation in College Sport premier competitions.</p>	<p>Only positive reports received of player conduct.</p> <p>3 parent code committees. 10 parents or past students coaching.</p> <p>Increased number of teams in premier grade.</p>

<p><b>The Whānau House system</b></p> <p>Provision of comprehensive pastoral care, and the expectation of exemplary conduct and acquisition of the Macleans Values through the Whanau House system.</p>	<p>Use restorative meetings where they are an appropriate alternative or addition to D &amp; P Plan.</p> <p>Promotion of regular school attendance.</p>	<p>All HL and SAS staff trained in Restorative practices.</p> <p>Student engagement and buy-in to standards of conduct.</p> <p>Consistent communication of importance of attendance, student recognition, close tracking and follow up of absences.</p>	<p>Restorative practices used where appropriate.</p> <p>No suspensions for continual disobedience.</p> <p>Average 92% attendance.</p>
<p><b>Organisational development and culture</b></p> <p>To attract, retain and develop staff of the highest quality and to develop academic leadership capacity. To provide a positive and formative school culture for staff.</p>	<p>Write a comprehensive staff professional development programme.</p> <p>Implement findings of staff RRR committee.</p>	<p>Staff engagement in PLD. Improved quality of teaching and learning noted in observations. Staff retention. Staff earning promotion.</p>	<p>Staff feedback indicates positive view of PLD, culture and growth opportunities.</p>
<p><b>Community and whanau</b></p> <p>To strengthen school-community relationships, with Māori whanau in particular.</p>	<p>Strengthen school-community relationships.</p>	<p>Further develop relations with community, whanau and iwi.</p>	<p>Parent evening held in key groups – Māori, Chinese, full school.</p> <p>Iwi meetings held.</p>

**Learning environment and resourcing**

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

Provide adequate rooming and staffing for the growing roll.

Closely monitor and manage enrolments.

Maintain balanced budget with reduced income.

Property projects completed on time and within budget.

All enrolments scrutinised. Management of priority enrolment categories.

Budget followed.

Rooming and resourcing provided to support student achievement.

Accurate roll information available to forecast resourcing needs. No improper enrolments.

Balanced budget achieved.

## **RISK MATRIX**

A risk matrix with mitigations has been developed. The matrix specifies risks and severity of potential consequences in the following areas: Financial, Operational, Compliance, Staffing, IT & Cyber, Assets (Plant), Personal accident and illness, External threats and events, Governance, and Government Policy.

See link to [Risk Matrix](#)



# 2024 Annual Implementation 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

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.