



# **Macleans College**

## **2026 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 continues to be based on these cornerstone values. Delivery in each of the cornerstones is critical to the success of the students and school.**

<b>Academic achievement through the delivery of quality teaching and learning</b>	<b>The importance of extra-curricular activity</b>	<b>The Whānau House system</b>
<p>Maximise academic achievement for each student through the implementation of The Macleans College Teaching and Learning Framework.</p> <p>Provision of a rigorous, knowledge-rich curriculum that delivers a broad and balanced education with access to national and international qualifications.</p>	<p>Holistic student development and enjoyment of school through participation in extra-curricular activities by every student and teacher.</p>	<p>Provision of a safe and inclusive school culture that provides students with a sense of belonging which is built on comprehensive pastoral care, acquisition of the Macleans Values and the expectation of regular attendance and exemplary conduct.</p>

**Macleans College Vision:**

To deliver the highest 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 for their educational, personal and professional growth.

# **2026 Annual Improvement Plan**

## **Priority Goals**

### **1. WHANAU HOUSE – A SAFE AND PURPOSEFUL SCHOOL TONE AND CULTURE**

**Provide a structured and orderly environment where all students are safe, feel a sense of belonging and flourish academically and socially.**

**Promote the importance of regular attendance. Track, monitor and follow-up attendance to achieve 85% regular attendance.**

### **2. ACADEMIC ACHIEVEMENT**

**Delivery of lessons based on the pedagogy and routines of our Teaching and Learning Framework.**

**Deliver a rigorous, knowledge-rich curriculum that prioritises reading, writing and numeracy.**

### **3. PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

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

## 2026 Annual Improvement Plan Elaboration of Priority Goals

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

A school culture of order, routine and structure lay the foundation upon which achievement is built.

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.

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.

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 a physically and emotionally safe place for all students and staff and is inclusive, free from racism, discrimination and bullying.	Constant and deliberate communication and implementation of behavioural expectations, expectation of adherence to the school-wide routines and the Macleans Values. <b>SLT, HL</b> Review of Discipline and Pastoral Care Plan by SLT and HL, with clear responses for student actions. <b>PAC</b> Consistent modelling and messaging of routine and structure by SLT, House Leaders, Form Teachers, Classroom teachers. <b>SLT, HL</b> Induction of new staff to include The Teaching and Learning Framework, school-wide routines, Discipline and Pastoral Care Plan, Macleans philosophy. <b>MAI, HAR</b> PLD for all staff to ensure consistent implementation of expectations of conduct, attendance, appearance, commitment, organisation, effort. <b>PAC, DAV</b> Conduct student wellbeing survey. <b>HAR, RAD</b>
Expectation of 'regular' attendance. Taking all steps to ensure students attend school when it is open.	STAR system as legislated will be in place including: monitoring, targets set, audits, intervention actions, letters, involvement of agencies. <b>GDR, MAR</b> Full attendance will be celebrated. A letter will be sent to each student with full attendance. <b>HAR, GDR, MAR</b>

<p>Provision of comprehensive pastoral care, acquisition of Macleans Values, expectation of exemplary conduct.</p>	<p>Provide a comprehensive student support and counselling framework through the Whanau House, SAS, Health Centre and curriculum Health programme. <b>GDR, SAS, PAC</b></p>
<p>High aspirations for every learner, sustaining identity language and culture.</p>	<p>Teachers embed school-wide Routines, as per the Teaching and Learning Framework, into all classes <b>SLT, HOFs</b>  Teachers have high expectations of all students in line with school-wide Routines – conduct, attendance, effort, appearance, organisation. <b>SLT, HOFs, HLs</b>  Teachers model high expectations. <b>SLT, HOFs, HLs</b>  Teachers respond to student needs by having a learning relationship with all students, knowing them, being culturally responsive and building professional learning relationships. <b>SLT, HOFs, HLs</b>  Māori and Pacific student mentoring group is resourced and led by SLT. <b>HAR, TUI</b></p>
<p>Clear and consistent communication and implementation of school expectations of student conduct.  Clear channels of communication for staff.</p>	<p>Clear communication of school-wide Routines flows from SLT via all staff briefing, House Leaders and Head of Faculty meetings. <b>HAR, MCG, GDR</b>  School-wide activities and events are carefully structured and clearly communicated to staff and students to ensure orderly implementation. <b>HAR, PAC</b>  KAMAR Calendar to hold all key dates. <b>PAC</b>  Staffroom whiteboard to hold term dates. <b>PAC</b></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 to be executed well in every lesson.

Classes will follow a framework of routines that improve learning and behaviour by bringing certainty and predictability to lessons. These elements are captured in our Teaching and Learning Framework. We use a teacher-led pedagogy based on the Gradual Release model. Cognitive load theory and understanding of memory and recall inform the design of our lessons.

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 interaction 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 The Teaching and Learning Framework.	PLD to focus on elements of The Teaching and Learning Framework. <b>DAV</b> Use of data to track, monitor, report and support student progress, including Māori, Pacific and those who need special assistance. <b>TUI, MCG</b> Collection and use of data via The Student Voice Survey. <b>DAV, MCG</b> Comprehensive career planning for all students, targeted at Year 10, 12 and 13. <b>HEY</b>
Effective teaching and learning in every class.	Detailed annual PLD plan written and implemented. <b>DAV</b> Peer observations completed, SLT and HOF paired walk-through observations. To be reported on at SLT meetings. <b>SLT, HOFs</b> Ensure students keep complete 'record of learning' – teachers mark student books. <b>HOFs</b> Teaching and Learning Team support staff with developing their practice, working intensively where needed <b>DAV</b> All staff complete Professional Cycle of Growth documents and present to HAR for recertification. Goal to relate to Teaching and Learning Framework, Science of Learning, and / or Te Ao Māori. <b>CAMB, HAR</b> Development of Professional Learning google site <b>DAV, CAMB</b>

## 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, and progression to either Level 2 NCEA or CIE.

Default Slide decks will be prepared in every course. These slides will incorporate key content, checking for understanding and independent work ie. The Gradual Release model and science of learning.

Knowledge Booklets (Course Outlines) 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.

New curriculum statements will be incorporated into schemes of work and unit plans according to the MOE timeline.

Strategy	Actions, outcomes and responsibilities
Schemes of work are knowledge-rich and coherent, include new national curriculum content and meaningfully incorporate Te Ao Māori.	<b>Add in default slides and new curriculum – see timeline</b> Schemes of work detail challenging, coherent, knowledge-rich courses of study that prioritise domain-based content and include te ao Māori as appropriate. <b>MCG</b> Default Slides are developed for use in each subject. <b>MCG, DAV</b> Schemes link work from one year level to the next (vertical coherence) <b>MCG</b> HOFs ensure each Scheme of Work is determined fit for purpose annually and reviewed triennially. <b>HOFs, MCG</b> Each student receives a Course Outline (Calendar, key vocabulary, content list, assessments). <b>HOFs, MCG</b> All Year 9 to 11 subjects issue a Knowledge Booklet to each student. <b>HOFs</b>

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

### Priority Goal 3. PARTICPATION IN EXTRACURRICULAR ACTIVITIES

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 often not available in the classroom setting.

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

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

Cultural programmes, especially Māori and Pacific, will be made available and resourced as needed.

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.	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>PAC</b> Increase parent and community involvement in the extra-curricular programme. <b>PAC</b> 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. <b>PAC</b> Foster student leadership opportunities through Captain's training. <b>PAC</b> Profile and acknowledge student achievement and participation at assemblies and prize givings. <b>HAR, MAR</b> Acknowledge and reward staff contribution to the extra-curricular programme. <b>HAR, PAC</b> Audit student and staff participation levels. <b>PAC, MAI, Hls</b>

## 2026 Annual Improvement Plan SLT Major projects

<b>TUI</b>	<p>MPI academic mentoring. Set more specific goals.</p> <p>Bring more structure to the MPI home-school partnership.</p> <p>Expand International student pastoral support and opportunities for inclusion.</p> <p>Formalise leadership support for new middle leaders in portfolio areas.</p>
<b>MAI</b>	<p>Staff recruitment and retention initiatives – sourcing staff directly from the UK, ways of enticing overseas trained teachers through assisting with settlement in NZ, other recruitment and retention strategies.</p> <p>Working more directly with agencies.</p>
<b>MCG</b>	<p>Early Identification for Mentoring. Implement data-driven processes to identify students requiring mentoring earlier in the year, starting with Year 11 exam results and expanding to include Base9/VA and end-of-year data for multi-subject disengagement tracking.</p> <p>Real-Time Leadership Dashboard. Develop a dashboard that consolidates data from multiple sources to provide school leaders with real-time insights for decision-making.</p> <p>Predictive Modelling for At-Risk Students. Explore and implement predictive analytics tools to identify and monitor students at risk of disengagement or underachievement across multiple subjects.</p>
<b>PAC</b>	<p>Building tone and culture of school. Physical presence in class and around campus to reinforce expectations.</p> <p>Working with sports leaders on leadership, mental skills, communication, nutrition. Combine with outside providers.</p> <p>Review our traditions and look at how we build school identity.</p>
<b>HEY</b>	<p>Develop a school-wide plan of how we use AI tools to support and enhance student learning.</p> <p>Review NCEA assessment methods to ensure we are assessing learner understanding.</p>
<b>GDR</b>	<p>Review of staff appraisal – support staff, HL, SLT, House staff. Why have appraisal, KPI, training appraisers.</p> <p>Implementation of the STAR Attendance model.</p>
<b>MAR</b>	<p>Carry out portfolio responsibilities.</p>
<b>DAV</b>	<p>Carry out portfolio responsibilities.</p>

## Annual “Business as Usual” activities

### **Pedagogy**

Implementation of the Teaching and Learning Framework of school-wide routines and high expectations in every classroom.

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

### **Curriculum**

Schemes of Work and Unit Plans are reviewed annually as fit for purpose and triennially in depth to ensure coherence and relevance, and inclusion of national curriculum, NCEA and CIE changes.

Provision of lesson plans (Default Slides) by HOFs and subject TICs.

### **Whānau House and Pastoral Care**

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 SLT, HL, HOF and form teachers and classroom teachers.

Consistent tracking of student attendance and follow-up where necessary to ensure 85% Regular Attendance and 92% average annual attendance.

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

### **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.

Audit extracurricular participation. Follow-up non-participants.

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 through assemblies, newsletter, prize giving.

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

Look for opportunities to grow and develop identified staff through secondments, fixed term appointments, mentoring.

Deliver excellent staff professional development.

Hold one another to account as teaching professionals through holding difficult conversations.

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.

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

### **Community and whanau**

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

Continue to develop connections with the school alumni.

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.

Construction of the ninth whanau house for term one 2027.

Respond to in-zone roll growth with property, staffing, systems and resourcing requirements.

Manage international student enrolment numbers and diversify from over-reliance on Chinese market.

Prudently manage the school's finances.

# 2026 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.