

Macleans College

Charter

2017

Macleans College

Introduction

PART ONE

Location and Description of the local Community

Macleans College is located in Bucklands Beach, a suburban area of East Auckland. The communities of Howick and Pakuranga are closely adjacent and over recent years large scale immigration of Asian, South African and Middle Eastern people has seen major population growth and this growth and ethnic diversity is reflected in the school roll.

Description of the School

The school was opened in 1980 by the Governor General, Sir David Beattie, with a roll of 199 students. The school is co-educational and was the first S80 or whanau house school built in New Zealand. It now has a roll of over 2500 students. Each whanau house comprises a large building with a variety of teaching spaces and a commons area which acts as a social space. The whanau is an extended family of approximately 300 students which operates as a mini school within the larger school. On arrival at Macleans College a student is placed in a form class. That form class is assigned to one of the whanau houses. The students remain in that form class and, therefore, in that house for the duration of their time at the college.

The school is co-educational.

The roll in 2017 is 2538 students (includes 312 international fee payers). Source Kamar – school student database.

The school is Decile 9.

Results in the New Zealand external examinations place Macleans College regularly among the top schools in the country (state and private).

With the exception of Tokelauan all Ministry of Education listed nationality groups are represented on the Macleans student roll.

The School Name and Background History

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 family has its origins in Scotland. They left in 1745 following the Jacobite rebellion to take refuge in Cornwall. Here they lived near the small village of Blisland, close to Bodmin. While in Cornwall they were known by the name 'Lean', but in 1845 the surname Maclean was resumed by some of the family. Originally two brothers, Robert and Every Maclean, together with Robert's wife, Mary, and daughter, Ellen, migrated to Auckland. They were followed later by a younger brother, Benjamin, who was a tutor at St John's College. Their elder brother, John, remained in Cornwall.

Robert and Every successfully developed the farm at 'Bleak House' and were well known citizens of the district. Every, in particular, was a prominent figure in public affairs and a founder of the Auckland Agricultural Company. Mrs Maclean was known as a woman of exceptional character and energy who skilfully ran the farmhouse and tended to the sick in the area with her own home made remedies. She died in 1891, Every in 1901, and Robert, to whom there is a memorial stained glass window in All Saints Church, Howick, in 1888.

The School Vision

The pursuit of excellence by students in all aspects of their time at Macleans will be constantly maintained and enhanced by high quality teaching, learning and results.

Mission Statement

The understanding and tolerance of students of all races, the special place of Maori culture in New Zealand and an acceptance of the values of self-discipline and consideration of others will constantly enhance the vision Macleans College has for all students.

Student Achievement

Introductory Statements and Priorities and Principles

- The Board of Trustees and Staff of Macleans College are mindful of the current Government priorities for student learning and these are highlighted as goals to be resourced and actioned during the current school year.

The necessity to consult with the parent community is also recognised regarding concerns, needed changes and suggestions to address student learning and pastoral care needs.

- Learning will take place in a secure, safe and supportive community where self-discipline and consideration and respect for others is constantly reinforced and practised.
- The student information management system; EdPotential, that has been utilised for the past few years is of major benefit to ensuring that students, parents, teachers and senior managers can view and have reports completed on student performance data and implement any action required to address the learning needs of all students.

Maori Dimensions and Cultural Diversity

- Macleans College recognises and appreciates New Zealand's dual cultural heritage. This school will also value and recognise the diversity of other cultures that exist in our community and provide opportunities for all students.
- Priority areas of learning involving Maori, Pasifika and special education students will be constantly enhanced and reviewed.
- Students are provided with the opportunity to study Te Reo in the junior school and on the NCEA qualification pathway. A large Kapa Haka group is strongly supported to aid Tikanga Maori along with specially produced student and staff Te Reo videos, marae orientation and language immersion experiences.
- Students demonstrate the value of the dual cultural heritage in Aotearoa/New Zealand.
- Students demonstrate an acceptance of the diversity of cultures in Aotearoa/New Zealand.
- All students will be provided with learning and qualification pathways and extra assistance to success at every level of their schooling at Macleans.
- Priority will be given to the goal of 85% achievement at Level 2 or equivalent by all of our students by 2017.

Action

- Students are actively working together in a range of areas, ie classroom, workshop, art room and on a range of activities, ie academic, sporting, cultural and social, that reinforce the strength in diversity of our multi-cultural school.
- The whanau house family concept will continue to be a bedrock belief of this school.
- Opportunities will be made available for learning and social experiences both in the classroom, school and wider community in Tikanga Maori and Te Reo Maori.

- If more assistance is required, as well as the present initiatives, to lift the achievement of all students (see Level 2 pass [85%] by 2017 above) these will be discussed, formulated and implemented.
- The use of EdPotential, our student data information service, will be constantly utilised for actioning on-going assistance to all students.

School Context and Baseline Data. An overview.

Students Learning

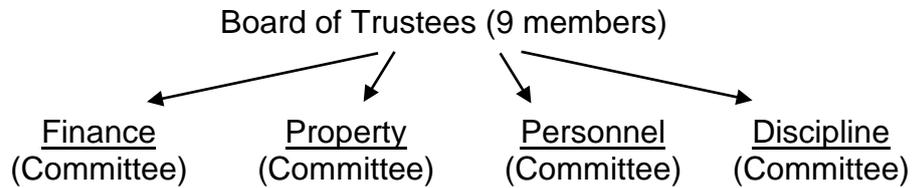
- Summary of comparative performance inter-year at Macleans and against National (all schools) and national Decile 8-10 Schools NCEA and national NZQA Scholarship and Targets and Top (NZ), Top (World) CIE.

Students Engagement

- Attendance % 2016: School (85%), Maori students (85.4): Source (KAMAR SMS).
- School Prefects (64)
House Captains, Deputies and House Committees (90)
Student Board of Trustees Representative (1)
Extra-Curricular participation 90%+ (includes inter-house competitions)

School organisation and Structures

Governance:



Management:

Senior Management Team (8 members)

Faculties/Departments Heads of Faculty, Heads of Department, Teachers	Whanau Houses (8)	Support staff	Extra-curricular student activities	Health and Safety
English Mathematics Science Social Studies Technology Commerce Physical Education Languages ESOL Guidance International students Sport	House Leaders ↓ Deputy House Leaders ↓ Form Teachers	Finance/Accounts NCEA/CIE Registrar Statistics Attendance Enrolments Property Grounds Reception Health/Safety Medical	Sport Music Drama Cultural Groups Debating Model UN Mathex Olympiads House/School charity fund- raising	<ul style="list-style-type: none"> • Health and Safety Officer • Health and Safety Committee • Student/Staff wellbeing committee

Review of Charter and Consultation

- Periodic reviews carried out by the Board of Trustees.
- Consultation of parents and Iwi (Interest groups consulted).
- Staff, student surveys (two per year).

The Macleans College Strategic Plan

PART TWO

Preamble

The Strategic Plan of Macleans College builds on the School Charter and is the guiding document for long-term direction. It is:

- 1 developed in line with the school's mission statement
- 2 driven by a future vision for the school
- 3 led by board and senior management
- 4 long term and non-specific
- 5 flexible to fit changing circumstances
- 6 concerned with the 'big picture'
- 7 reviewed regularly

The Strategic Plan also provides a basis for the annual operational plan and objectives which:

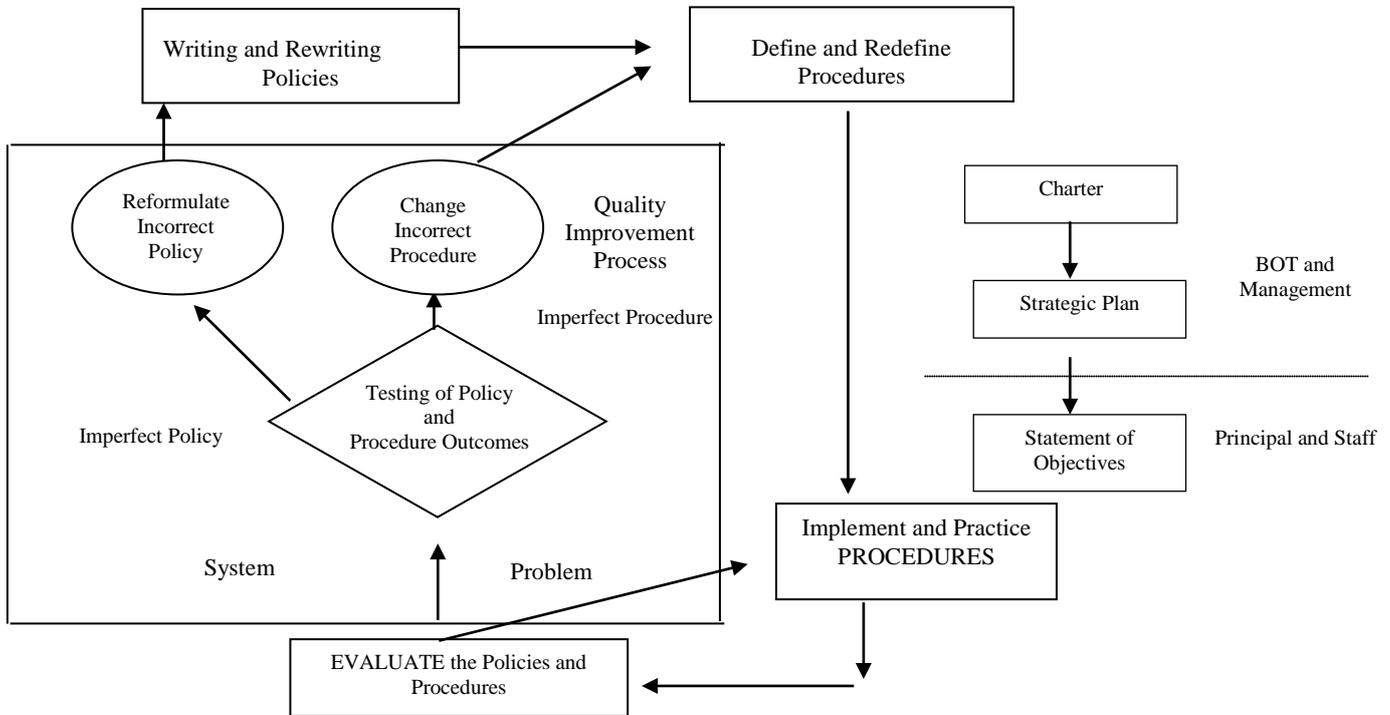
- is the concern of the principal and staff
- sets out systems and processes in detail
- has specific time frames
- is short term in focus (up to twelve months).

Strategic Intent

- Maintain the pursuit of excellence in all outcomes for students and mindful of the priority given to ensure that the performance of Maori, Pasifika and special needs students is of high quality and the school is actively working towards the goal of 85% success at Level 2 for all students.
- Provide multiple pathways for learning so that all students can succeed and leave Macleans for further education, training and sustainable employment.
- Increase the involvement of culturally diverse groups and awareness of cultural diversity in general
- Develop property and assets to enhance the delivery of curricular and co-curricular programmes
- Develop and secure a sound financial/income base for the school
- Attract, employ, support and develop the capabilities of quality staff in all areas
- Improve and enhance parental involvement in school activities and ensure that the communication and consultation links are strong and constantly enhanced.

Review Process

Quality Management Feedback Loop



The Strategic Plan

Overview

The Macleans College Strategic Plan is comprised of seven sections with defined goals which are then acted upon and measured under the headings of:

- Action
- Performance Indicators
- Results
- Responsibility
- Timeline and References.

The seven sections of the Strategic Plan - overview goals:

Curriculum

Goals

- 1 To encourage the pursuit of excellence.
- 2 To promote acceptance of cultural diversity.
- 3 To identify and minimise barriers to learning.
- 4 To offer programmes which develop the intellectual, physical, cultural and artistic abilities of all students.
- 5 To provide all students with opportunities to achieve and leave school on a pathway to further qualifications, training and a good career.
- 6 To ensure all curriculum areas are well resourced within the budget constraints of the school.
- 7 To ensure that student progress is assessed and measured and reported to parents.

Health and Safety

Goals

- 1 To provide a healthy and safe environment for students.
- 2 To provide a healthy and safe environment for staff.
- 3 To promote among students a healthy life style.

Employer Responsibilities

Goals

- 1 To attract and retain the highest quality staff to meet the curriculum and pastoral needs of all students.
- 2 To encourage and resource the professional development of staff.
- 3 To review and update policies and procedures including: equal employment opportunities, staff recruitment and retention, appointments of teaching and non-teaching staff, staff development, complaints systems and disciplinary procedures, staff appraisal, remuneration management, principal appraisal and remuneration, provision of leave, smoke-free environment, eliminating and preventing sexual harassment.
- 4 To act as a good employer at all times.

Community

Goals

- 1 To develop effective links and communication with parents, caregivers, the wider community and other parent groups who support the school.
- 2 To provide educational opportunities for adults within the school community.
- 3 To develop effective links with feeder schools and tertiary education providers to ensure effective educational pathways for students.
- 4 To develop on-going links with business, industrial, commercial, service and research organisations to provide further educational opportunities, extension work and career pathways to students.
- 5 To develop joint ventures with community institutions/organisations for the enhancement of school facilities for use by students and the community.

Financial and Property Management

Goals

- 1 To demonstrate sound financial management.
- 2 To plan and provide a physical environment that meets the needs of students and staff.
- 3 Resourcing will be soundly planned and constantly reviewed for better performance.
- 4 ICT network development will be planned and actioned to ensure the best possible combination of utility cost and benefit for all users.
- 5 To provide adequate resources for enrolled International Students not funded by the state or local parents.

- 6 To provide and maintain facilities adequate to facilitate the co-curricular programmes in the school.

Marketing and Promotion

Goals

- 1 To actively promote a positive image of Macleans College which will continue to enhance the excellent reputation the school has both locally and nationally and high quality students and staff continue to be attracted.
- 2 To enhance opportunities for raising funds for the school.

Documentation and Self Review

Goals

- 1 To ensure that the Board of Trustees monitors, reviews and documents the direction of the school through the Principal in order to meet the requirements of the Charter and Strategic Plan.
- 2 To ensure that legislative requirements are complied with.
- 3 To implement a Board self-review of Board processes.

Expectation for Improvement over the next 3-5 Years
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Strategic Issue

We will continue to develop programmes that give all students opportunities to achieve and grow.

National Educational Priorities and Teaching and Learning at Macleans College

- Achievement for *all*.
- A safe, inclusive learning environment.
- Improved literacy and numeracy. Major priority will be given to addressing literacy concerns – a major problem.
- Dependable student achievement information used to inform reviews of teaching and learning programmes. Major priority will be given to exploiting the utilities of EdPotential, the tool that has been developed over many years to illustrate student achievement and thereby drive on-going professional development so no student is 'left behind'.
- Improved outcomes for students at risk.
- Improve Maori, Pasifika and special needs student outcomes.
- Career guidance (at relevant levels).
- Focus on student achievement information in reporting, and in particular involve parents and students in working in the interactive, EdPotential utility, 'Aspirations'.

Lead Goals

- Macleans' position as one of New Zealand's leading academic secondary schools will be maintained and grown.
- All pupils will have some formal qualification(s) on leaving Macleans College.
- There will be consistently high enrolment and retention rates.
- There will be consistently high examination and qualification achievement.

Lead Desired Outcomes

- Define personal growth areas and expectations.
- Identify appropriate qualifications.
- Develop programmes which lead to appropriate qualifications.
- Develop programmes which will lead to personal growth.
- Develop implementation plans for the introduction of national curriculum subjects.
- Implement charter equity goals and objectives.
- Constantly review co-curricular activities through needs analysis.
- Constantly review assessment and reporting in all levels of the curriculum.
- Constantly review systems of getting students to achieve goals and goal-set.
- Constantly evaluate courses for students and involve students in unit evaluations.

AUDIT OF ABOVE

The Key Performance Indicators (KPIs) above are the headings for an array of goals and measurable outcomes that are targeted in the Annual Plan and verified through the Annual Analysis of Variance early the following year.