



# **Macleans College**

## **Strategic Plan and School Charter**

**2018 - 2020**

# THE MACLEANS COLLEGE STRATEGIC PLAN

## INTRODUCTION

### Location and Description of the Local Community

Macleans College is located in Bucklands Beach, a suburban area of East Auckland. The land on which Macleans College sits was first settled by Nga Tai. Nga Tai Ki Tamaki people first arrived on the Tainui Waka and settled in Tamaki. Clevedon, Maraetai and Howick were later settled by Nga Tai.

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 roll in 2018 is 2543 students (includes 320 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.

## **GUIDING PRINCIPLES AND VALUES**

### Macleans Values

#### *Ngā whanonga pono o Macleans*

<u>M A C L E A N S</u>		
	is for	
M	Manners	Āhua huatau
A	Articulate	Wahapū
C	Courage (moral and physical)	Māia
L	Loyalty	Piripono
E	Effort (100%)	Whakapau kaha
A	Authority Respected	Āhu whakakoha
N	No Lies	Kāore he kōrero rūkahu
S	Sympathy and Service	Aroha me whakaritenga mahi

## **THE SCHOOL VISION**

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

## **MISSION STATEMENT**

The mission of Macleans College is to work with the local community to create a school where every student is educated to achieve his or her full potential as a whole person; to create opportunities, expand horizons, reward effort and encourage excellence in the self-disciplined, inclusive, caring, safe and supportive environment of the whānau house system; to foster equity, respect, self-worth, interpersonal skills and a worthwhile value system, so enabling each student to make a lifelong positive contribution to society.

## **STRATEGIC INTENTS**

Macleans College has three guiding principles, or cornerstones, namely delivery of quality teaching and learning, a belief in the importance of extra-curricular activity and the whānau house system. These three cornerstones underpin the strategic intents of the school.

### **Delivery of quality teaching and learning**

- Maintain the pursuit of excellence in all outcomes for students and mindful of the priority given to ensure that the performance of Māori, Pasifika and special needs students is of high quality and every student is educated to achieve his or her full potential as a whole person.
- Macleans College recognizes and appreciates Aotearoa/New Zealand's dual cultural heritage. This school will also value and recognize the diversity of other cultures that exist in our community and provide opportunities for all students.
- Provide pathways for learning so that all students can succeed and leave Macleans for further education, training, sustainable employment and contribution to their community.
- Increase the involvement of culturally diverse groups and the awareness and acceptance of cultural diversity in general.
- Develop property and assets to enhance the delivery of curricular and extra-curricular programmes.
- Develop a sound financial base to support the operation of the school.
- Attract, employ, support and develop the capabilities of quality staff in all areas.

- Improve and enhance parental and community involvement in school activities and ensure that the communication and consultation links are strong and constantly enhanced.

### **A belief in the importance of extra-curricular activity**

- Provide a range of extra-curricular activities, from social to elite level, to foster the holistic development of students.
- Actively encourage school-wide participation in extra-curricular activities by staff and students.
- Adequately staff and resource extra-curricular activities.

### **The Whānau House System**

- Recognise the whānau house as fundamental to the delivery of comprehensive pastoral care for students, supporting learning, well-being and inculcating the Macleans Values.

### **Overarching Priorities and Principles**

- Student achievement is the primary focus of the Board of Trustees and staff of Macleans College.
- 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, consideration and respect for others is constantly reinforced and practised.

This Strategic Plan has six areas of focus:

- 1 Student Learning, Engagement, Progress and Achievement
- 2 Self-Review, Planning, Reporting and Policies
- 3 Personnel and Employer Responsibilities
- 4 Finance and Property
- 5 Health and Safety
- 6 Administration and Compliance

## AREA OF FOCUS -

### STUDENT LEARNING, ENGAGEMENT, PROGRESS AND ACHIEVEMENT

Strategic Priority	Key Strategies	Success Indicators
The highest standards of achievement, through programmes which enable all students to reach their full potential as individuals, and to develop the values needed to become full members of society.	Effective teaching and learning.	Every student gains a nationally recognised qualification.  Assessment results will be consistently high.
	A comprehensive programme of professional development, inquiry, observation and appraisal.	Teachers are all actively engaged in professional learning to enhance their practice.
	Tracking and monitoring of student progress.	Students at risk of not achieving are identified and interventions put in place.
	Comprehensive career counselling and planning.	Students receive advice to enable subject selections that lead to desired study and career paths.
	Academic mentoring.	Academic attainment levels rise, particularly for students not included in Scholarship tutorials.
	Utilising the Whānau houses to promote the Macleans values, a sense of community and belonging.	House Leaders use assemblies and form time to build house pride, build relationships with students and model the Macleans Values. Students express House pride and exemplify Macleans Values.

The highest standards of achievement ... (Continued)	Clear promulgation of expectations and the Macleans Values with consistent implementation.	Fair and consistent treatment of students for discipline and pastoral care matters.  High standards of behaviour, engagement and presentation.
	Reward and acknowledgement of student achievement in all aspects of school life.	School and house assemblies are used to acknowledge success and good values
	Extensive extra-curricular offering from social to elite level, and full participation by all students.	All students participate in extra-curricular activities.  Individuals and teams experience competition from social to international levels in academic, sporting and cultural endeavours.
	Targeting and resourcing academic achievement at the highest level (NZQA Scholarship, Olympiads, competitions)	Macleans College continues to rank in the top echelon of NZ schools.
	Fostering student leadership and EOTC opportunities.	Students continue to enjoy learning opportunities outside the classroom. Senior students continue to enjoy leadership opportunities.
Equality of opportunity by identifying and removing barriers to achievement, including students with special needs.	Assessment of students to identify support required – access, literacy, numeracy, language, behaviour.	Early identification of students requiring extra support.
	Resource specific programmes of support.	Programmes of support implemented to ensure success.
	Liaise with feeder schools, families and whānau, external agencies to identify appropriate support.	Regular communication with local schools, whānau and support agencies.



Equality of opportunity by identifying ... (continued)	Clear plan of discipline and pastoral care.	Staff and students know and follow the discipline and pastoral care plan.
A broad education through a balanced curriculum and access to nationally and internationally recognised qualifications.	Curriculum review to consider qualification pathways, subjects and timetable options available.	Pathways and subjects available (NCEA, CIE, STAR, Gateway) are meeting the needs of our students.
	Delivery of a broad range of subjects, in all curriculum areas.	Students gain skills in a broad range of curriculum and extra-curriculum areas.  Macleans students excel in all pathways and a very high rate of enrolment in tertiary pathways is maintained.
Monitoring student performance against clear learning objectives.	Regular reporting to students and their whānau on academic and personal development.	Easily understood reports on student progress are regularly provided for whānau.
	Identification of students at risk of not achieving through tracking and monitoring of student progress.	Successful interventions are delivered for students identified at risk of not achieving.
	Academic mentoring.	Students receive academic mentoring, learning and career advice.
	Lessons to include success criteria for teachers and students to formatively assess progress.	Teachers provide quality feedback to students so that teachers and students understand progress made with learning

<p>Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and the advancement of Māori education initiatives.</p>	<p>Māoritanga and tikanga Māori are woven into the day-to-day operations of the school.</p> <p>Opportunities provided for education in Te Reo Māori.</p>	<p>All students and staff have an understanding of Māoritanga. Māori students are engaged and achieving success as Māori.</p>
	<p>Opportunities for physical/tangible representations of Māoritanga are sought eg school haka, pou, signs in Te Reo.</p>	<p>Māoritanga is visible in the life of the school.</p>
	<p>Support inter-cultural clubs.</p>	<p>Students demonstrate knowledge of the bi-cultural heritage of Aotearoa/New Zealand and accept the diversity of cultures in Aotearoa/New Zealand.</p>
	<p>Establish relationship with local marae and kaumatua.</p>	<p>Reciprocal supportive relationship between local marae and Macleans.</p>

## AREA OF FOCUS -

### SELF-REVIEW, PLANNING, REPORTING AND POLICIES

Strategic Priority	Key Strategies	Success Indicators
Develop the culture of self-review among staff.	All teaching staff complete a Teaching Inquiry, supported by a professional learning group and appraiser.	All staff complete an annual appraisal that includes a Teaching Inquiry, which leads to improved student outcomes.
The Board of Trustees plans, documents and reviews the direction of the school.	The Board of Trustees and Principal construct a Charter and Strategic Plan.	School Charter and Strategic Plan developed to provide direction of the school.
The Principal and Senior Management construct an Annual Plan to achieve the vision documented in the Charter and Strategic Plan.	<p>The Principal leads the establishment of an Annual Plan in consultation with staff.</p> <p>The Board of Trustees hold the Principal accountable for implementing the Annual Plan.</p>	<p>Annual Plan developed to give detail to strategies required to achieve vision of the Board of Trustees.</p> <p>The Principal satisfies the Board of Trustees that the Annual Plan is being implemented effectively.</p>
Emergent reviews are completed.	Reviews are completed as identified by the Ministry of Education, NZQA, Education Review Office and school self-review.	Successful completion of reviews (such as Moderation Report, Education Review Office review).
Ensuring a comprehensive set of policies exist for effective school administration.	Regular review, update and addition of policy statements to ensure they are fit-for-purpose.	Comprehensive policy documents.

## AREA OF FOCUS -

### PERSONNEL AND EMPLOYER REponsibilities

Strategic Priority	Key Strategies	Success Indicators
To attract and retain staff of the highest quality.	Develop a school culture and public profile that recognises and develops talent.	A talented staff with a commitment to ongoing learning.
	Provide incentives above and beyond those provided in the collective agreements to assist with recruitment and retention of staff.	Quality applicants for vacancies.  Manageable levels of staff turnover.  Staff promoted internally and externally.
Improve professional practice to accelerate student achievement.	Resource a team dedicated to enhancing teaching and learning.  Prioritise school-wide professional development.	A high quality programme of professional learning exists.  All staff actively participate in professional learning, with a growth mindset.  Improved outcomes for students, through enhanced teaching practice.
Develop robust human resources and employment systems.	Review procedures for recruitment, induction, professional development, appraisal, discipline, remuneration and all regulatory matters.	Regular reviews of policies and procedures related to employment practices.  Clearly defined and effective processes in place that support staff and meet all legislative requirements.

## AREA OF FOCUS -

### FINANCE AND PROPERTY

Strategic Priority	Key Strategies	Success Indicators
Sound financial management that meets all regulatory, internal control and strategic requirements.	Oversight provided by external consultants.	Clear, accurate and reliable financial reporting.
	Financial systems comply with MOE and Audit Office requirements.	Financial management systems prevent loss and personal risk.
	Internal control systems are reviewed and followed to ensure financial and personal safety.	Adequate reserves are maintained.
Sufficient income is generated to meet the needs of the school.	The international student market is carefully managed through agent and school relationships.	A stable and diversified cohort of international students is enrolled.
	Parent donations are actively sought, explaining the key role this income has in delivering the education our community expects.	Donations meet budget expectations.
	Collecting fees for extra-curricular activities.	Extra-curricular fees collection meets budget expectations.
	Developing sponsorship opportunities.	Sponsorship agreements deliver meaningful funds and build mutually beneficial relationships with sponsors.

Sufficient income is generated ... (continued)	Carefully investing surplus funds to generate investment income.	Investments meet budget expectations.
	Costs are managed to deliver efficiencies where possible.	Sufficient funds are available for effective teaching and learning, modernisation and development, staffing, IT, grounds and property projects.
The property and grounds meet the needs of the school and enhance the learning experience and reputation of the school.	The property plan is developed and administered.	Physical plant is safe, and accessible.
	Modernisation is planned to meet the developing needs of the school.	Grounds and property meet the teaching and learning needs of the school and community.
	All hazards are eliminated, minimised or managed.	Hazards are identified and dealt with in a timely manner and the campus is safe for staff and students.
	The physical environment is managed to be aesthetically pleasing through adequate staffing and resourcing.	The grounds and property are a source of pride.

## AREA OF FOCUS -

### HEALTH AND SAFETY

Strategic Priority	Key Strategies	Success Indicators
Provide a safe physical environment for staff and students.	Monitor physical environment for safety hazards.	A low accident rate.
	Isolate, eliminate, minimise physical safety risks.	Risk register maintained.
	Routine maintenance carried out as per maintenance schedule.	Maintenance schedule followed and updated.
	BOT property walks.	BOT members complete walks/tours of the campus each year.
	Dedicated Health and Safety Officer and committee.	Health and safety officer is appointed and committee elected and fulfilling their roles.
	Staff and student behaviour is managed with clear expectations and discipline procedures.	House Leaders, Form Teachers and SMT regularly state behavioural expectations.  Low incidence of physical harm, dealt with in timely and effective manner.
	Regular drills (fire evacuation).	Drills are held in line with regulations.

Strategic Priority	Key Strategies	Success Indicators
Provide an emotionally safe environment for staff and students.	Promote a safe and inclusive culture through Pastoral Care Plan, Whānau House system, Peer Support, and Prefect body.	Staff and students report that the Macleans' culture is safe and supportive.
	Provide comprehensive student support services through counselling, careers, Health Centre and external agencies.	Low incident rate of emotional harm. Students at risk of harm are identified and supported.
	Provide support for staff through counselling, EAP and a supportive school culture.	Good attendance and community feedback to parent evenings.
	Provide support to wider school community through parent evenings, guest speakers and consultants.	Positive student feedback and response to in-school support structures.
	Health curriculum, guest speakers, and external agencies used to support students to develop skills and attitudes for a healthy and well life.	Health curriculum is reviewed and successfully delivered. Students receive support from guest speakers and external agencies to augment their health education.



## AREA OF FOCUS -

### ADMINISTRATION AND COMPLIANCE

Strategic Priority	Key Strategies	Success Indicators
Meet all compliance requirements.	Review systems and processes to ensure compliance with all external agencies and legislations.	Positive reports and relationships with: Ministry of Education, Education Review Office, Education Council, New Zealand Qualifications Authority. Department of Internal Affairs.
Develop effective consultation and communication with related parties.	Community consultation undertaken.  Develop effective links with intermediate and tertiary education providers.  Develop links with business partners to benefit school and students.	Consultation allows the school to improve outcomes for students and to improve relationships with partner organisations.
Review and enhance administrative systems.	Review internally planning and administrative practices to ensure cost effective and efficient procedures are in place.	Smooth running of administrative arm that support teaching and learning.