



John
McGlashan
College

DUNEDIN NEW ZEALAND

Strategic Annual Implementation Plan

1 January, 2025 - 31 December, 2025



“Above all, we want our students to become well-educated men of character. We want them to learn to have the courage to stand, alone if necessary, for what they believe is right and to use their education and influence for the good of others. The aim is for boys to leave this College as men of integrity and conviction.”



Acknowledgements

This document sets out goals, priorities and objectives for the period 2024 to 2026.

It comprises the College's strategic plan and annual plan (in the form of specific objectives) and provides an operational framework along with targets for improved learning outcomes.

The strategic direction of John McGlashan College is aligned with the vision, values, principles and key competencies of the New Zealand Curriculum.

We value and acknowledge the importance of:

- excellence, particularly when arising from hard work and perseverance
- innovation and curiosity
- diversity of cultures, ideas and languages
- equity, fairness and social justice and ecological sustainability

The College also acknowledges the following articles of the Te Tiriti o Waitangi in Education:

Article 1: Kāwanatanga – Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.

Article 2: Rangatiratanga – Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.

Article 3: Ōritetanga – Equity

In the interest of all, Māori have the same rights and opportunities as non-Māori.

Article 4: Ngā whakapono – 'The spoken promise' the right to have cultural and religious freedom

The principles of **partnership**, **participation** and **protection** are fundamental to what we do within the College for all ākonga (students).

We acknowledge the statement within The Education and Training Act 2020 (Section 127-1.d) that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students



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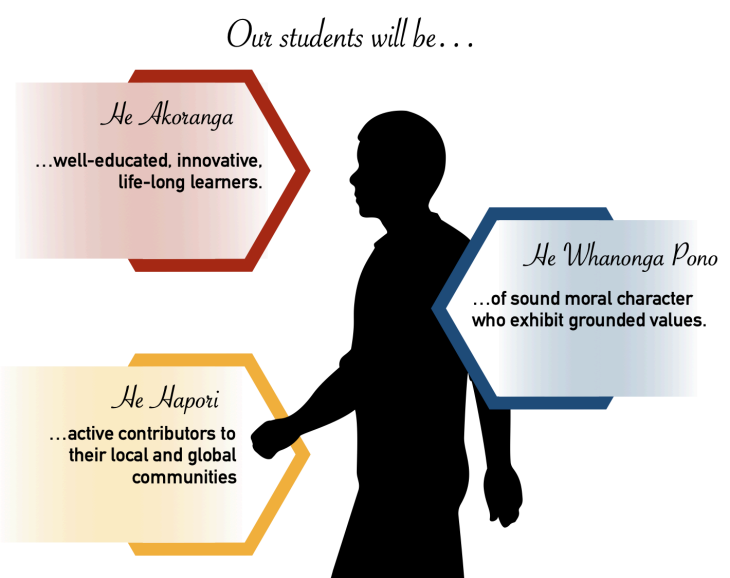
Vision, Mission, Values & Culture in Action

We want our students to become **well-educated students of character who are innovative, lifelong learners**. We want them to learn to have the courage to stand, alone if necessary, for what they believe is right and to use their education and influence for the betterment of society. Our fervent hope is that students will leave here full of integrity and conviction and who have **built foundations for life**.

We want to provide a school culture and environment that fosters intellectual and emotional excellence in our students. Through effective and innovative teaching and learning, within a well-structured broad curriculum and framework, we aspire to reach each student's capacity for innovative thinking, rigorous analysis, disciplined reflection, and clear communication. We aspire to create students who are resilient and show perseverance. We aspire to ensure that the school environment promotes Christian principles and should be a safe place, at all times, for all who live and learn in it.

We want to promote healthy lifestyles within our students. We want students to work hard and play hard, to be physically fit and experience the cooperation, satisfaction and enjoyment of the brotherhood that organised sport provides. They will experience deep connections linking the head *akoranga* (knowledge / thoughts), the heart *whanonga pono* (feelings / needs / character) and the hands *hapori* (actions / contribution).

Our students will develop a healthy work ethic to reach their potential in coursework, sports, arts and cultural endeavours. We expect every student to hold high personal standards, to respect those in authority and to abide by the rules. We expect students to be honest, caring, respectful and courteous in all dealings. We expect every student to make the best use of their talents in all school activities. We expect each student will achieve at the level that extends and challenges him. We expect every student to leave John McGlashan College well prepared for tertiary study or work.





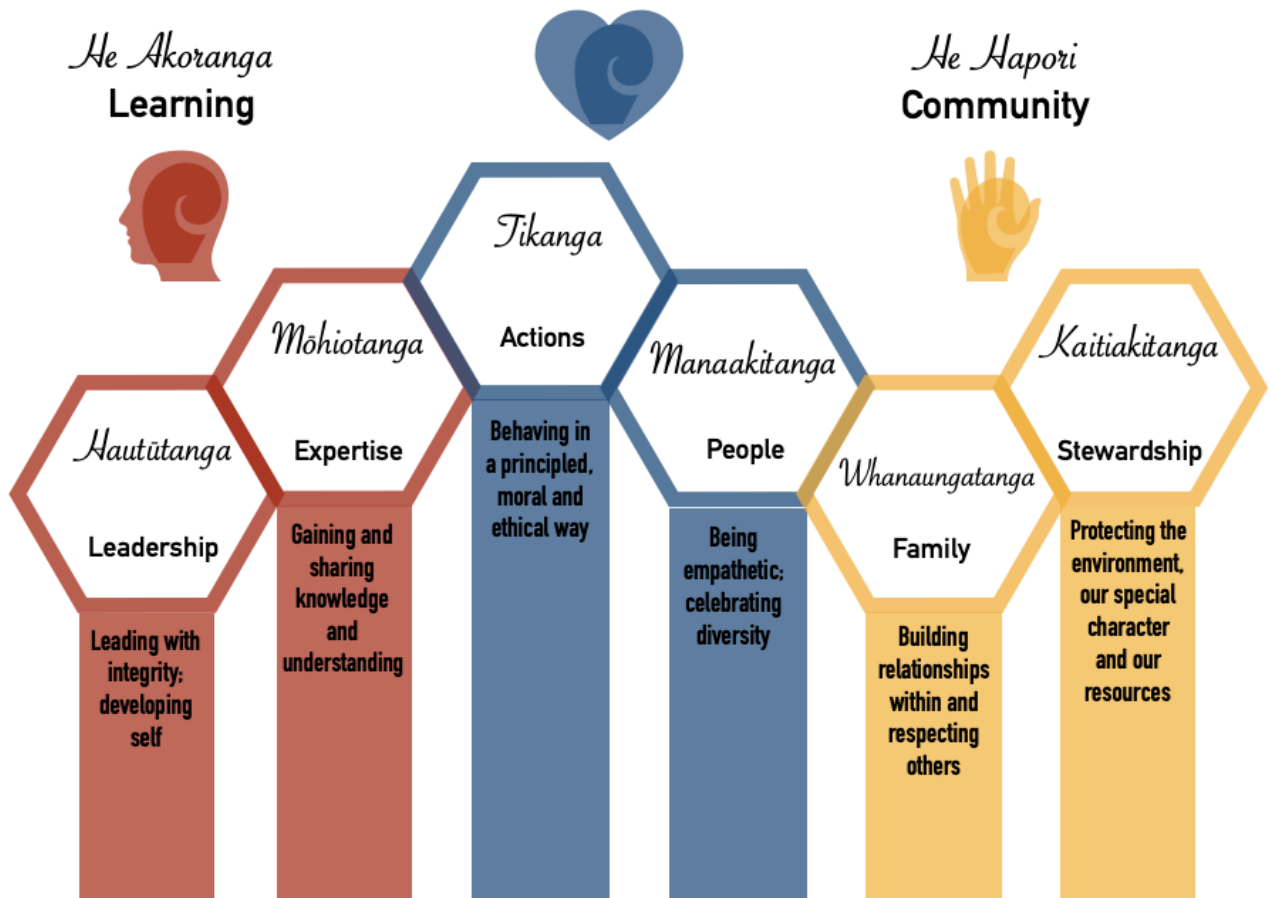
John
McGlashan
College
DUNEDIN NEW ZEALAND



Te hanga tūrangā mo te ora
Building Foundations for Life

“Band of Brothers”

He Whanonga Pono
Values



Our mission is to develop **well-educated** students of **character**.
They will be **innovative, life-long learners** who are grounded in **Christian values**.
They will be **active contributors to local and global societies**.



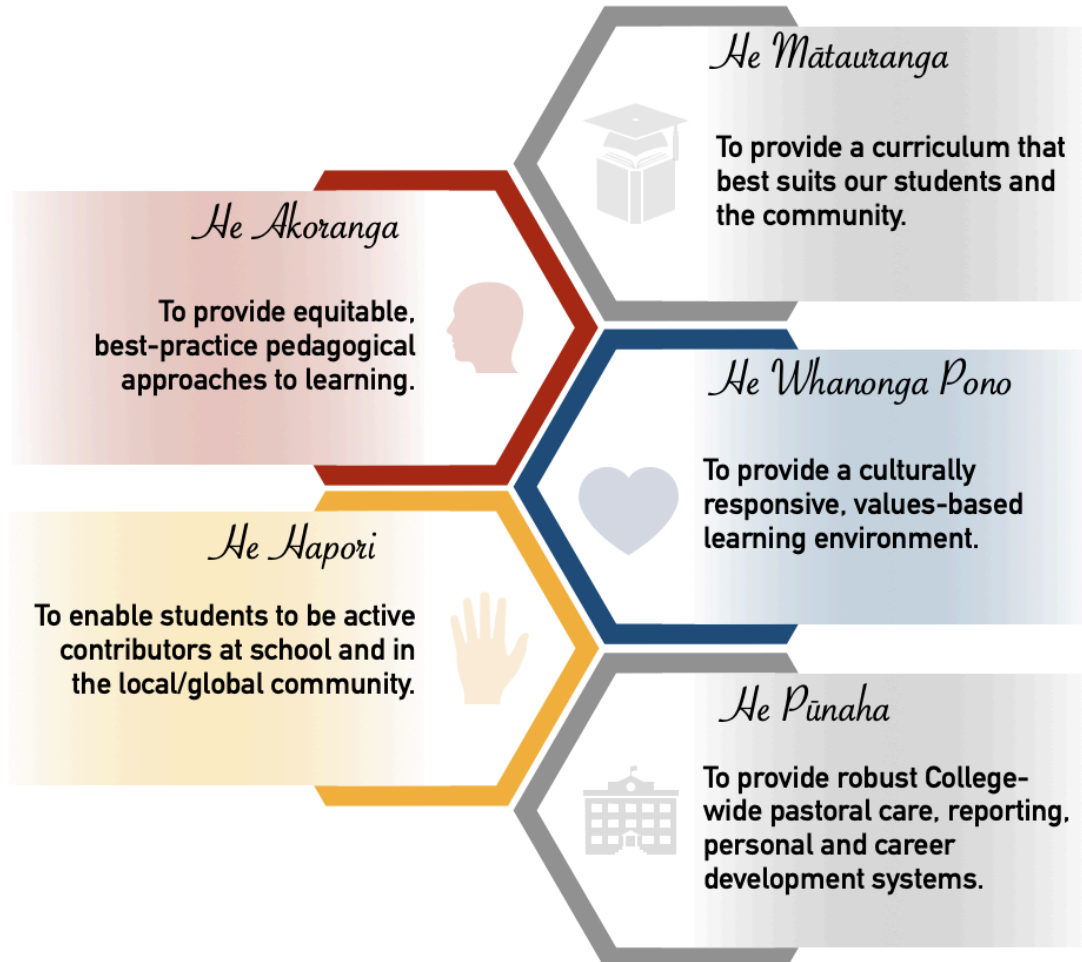
He Kotahitaka

Ko te whakakotahi o te Kāreti o Hoani Makarena
The Unity of John McGlashan College

He Akoraka		Learning		Head		College		Scottish Heritage
He Whanonga Pono		Values		Heart		Town		Te Ao Māori
He Hapori		Community		Hands		Country		McGlashan Family



Ko Ngā Whāinga | Strategic Goals



Giving effect to Te Tiriti o Waitangi

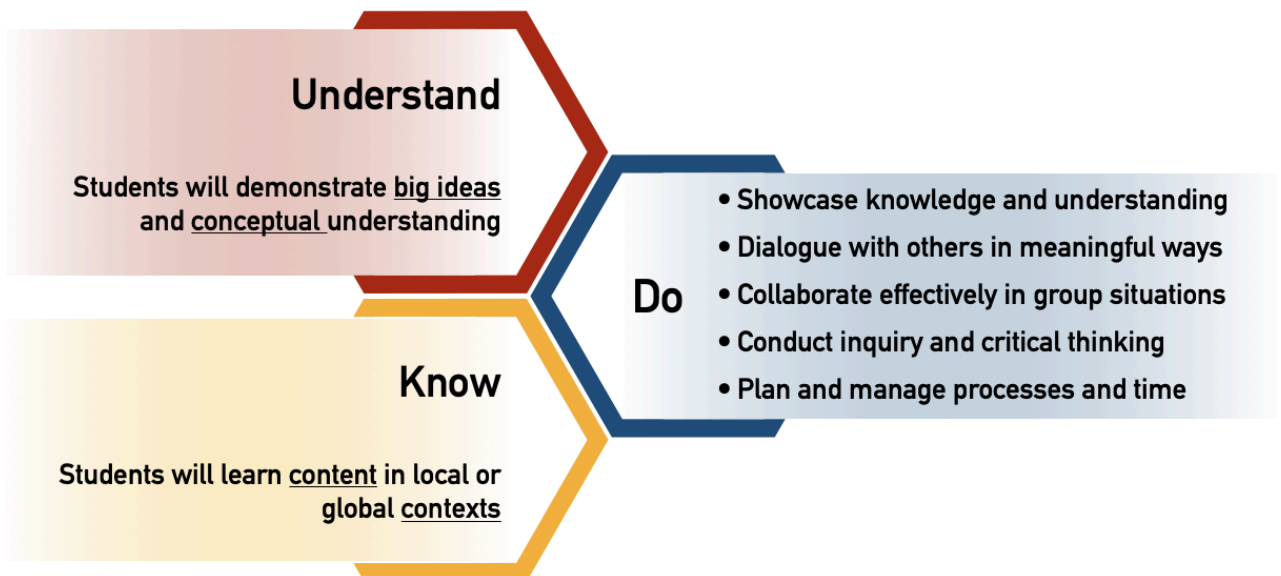
The Te Tiriti o Waitangi principles of **partnership**, **participation** and **protection** are fundamental to what we do within the College for all ākonga (students).

We have adopted the statement within The Education and Training Act 2020 (Section 127-1.d) that one of the primary objectives for Boards is to give effect to Te Tiriti o Waitangi by:

- working to ensure our plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
- achieving equitable outcomes for Māori students

Teaching, Learning and Assessment Statement

Teachers will use Teaching, Learning and Assessment Approaches that develop Capabilities and Competencies to live and learn today and in the future.



Teaching, Learning and Assessment Strategies

All teaching staff will use a data rich, early identification, UDL approach when designing learning and assessment tasks - this applies to the literacy and numeracy needs of our akonga too. They will address barriers to learning through learning support as needed.

Best-practice teaching and learning strategies will be adopted throughout the College. Such strategies may include (and not restricted) to differentiation, teaching through inquiry, teaching conceptually, teaching contextually, and learning collaboratively in an equitable and inclusive classroom.

Annual Targets Overview

Strategic Goals, Priorities and Action Points



Our mission at John McGlashan College is to develop **well-educated** students of **character**.
They will be **innovative, life-long learners** who are grounded in **Christian values**.
They will be **active contributors to local and global societies**.

Strategic Focus Area	1. He Mātauranga Curriculum	2. He Akoranga Learning	3. He Whanonga Pono Values	4. He Hapori Community	5. He Pūnaha Systems
Strategic Goals	To provide a curriculum that best suits our students and the community.	To provide equitable, best-practice pedagogical approaches to learning.	To provide a culturally responsive, values-based learning environment.	To enable students to be active contributors at school and in the local/global community.	To provide robust College-wide pastoral care, reporting, personal and career development systems.
Immediate Priorities and Action Points	1.1 Incorporate He Kotahitanga Unity framework across both College campuses.	2.1 Ensure all students have equitable access to assessments and to have the opportunity to attain all potential outcomes.	3.1 Give effect to the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.	4.1 Engage students in sports, arts and cultural activities through an 'Active McGlashan' culture.	5.1 Review, plan and implement curriculum offerings, learning pathways and career guidance.
	1.2 Provide clear learning opportunities and pathways for both campuses.	2.2 Approaches to teaching and learning meet the learning needs of our students.	3.2 Build reciprocal relationships and partnerships with Te Rūnanga o Ōraka Aparima and Te Rūnanga o Ōtākou.	4.2 Actively engage our community in service and on curriculum and learning matters.	5.2 Ensure all communication systems are appropriate for reporting and information sharing purposes.
	1.3 Revise, plan and implement a targeted and effective Literacy and Numeracy programme.	2.3 Promote student self-efficacy and agency.	3.3 Provide learning opportunities that develop student characteristics and capabilities that are consistent with our values.	4.3 Develop and promote contextual and localised learning experiences and programmes.	5.3 Develop an assessment system for Year 7-10 that is aligned with learning progressions and phases of learning.

Annual Implementation Plan

Strategic Goals, Priorities and Action Points



1.1 Incorporate He Kotahitanga | Unity framework across both College campuses.

1.2 Provide clear learning opportunities and pathways for both campuses.

1.3 Revise, plan and implement a targeted and effective Literacy and Numeracy programme.

The School Board curriculum sub-committee will:

- Support curriculum development at the College
- Ensure practices and procedures are followed

The senior leadership group will:

- Ensure that all learning pathways are current and communicated with the wider-school community
- Provide support for programmes and courses aligned with school-wide and departmental development goals.
- Provide time and sufficient PLD for a successful incorporation of curriculum across both campuses

The learning area leaders will:

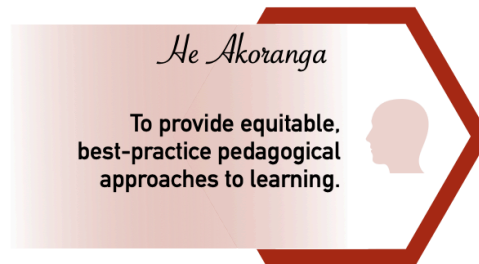
- Provide curriculum, teaching, learning and assessment leadership and oversee professional development support to all teachers working in subject areas for which they are responsible.
- Set guidelines and determine priorities for curriculum and planning.
- Emphasise the importance of the New Zealand Curriculum document further implementing any and all necessary changes to programmes.
- Support the school's Literacy and Numeracy programme

Teachers will:

- Maintain expectation of high Literacy skills being shown in all written tasks.
- Work with learning area leaders to meet the requirements of each priority stated

Expected Outcomes & Success Criteria:

- We expect to see curriculum links shared from one campus to another. Each camp experience will be linked with specific learning and social change outcomes that align with the College's values and expectations.
- Students will be well informed of future study options within the College and into work/study options beyond the College.
- Our Literacy and Numeracy strategy and associated programmes will be backwards mapped for from senior years to junior years.
- Targeted students will receive individualised support.



- 2.1 Ensure all students have equitable access to assessments and to have the opportunity to attain all potential outcomes.
- 2.2 Approaches to teaching and learning meet the learning needs of our students.
- 2.3 Promote student self-efficacy and agency.

The School Board will:

- Support and encourage Mātauranga Māori practices and initiatives within the College teaching and learning environment.

The School Board Curriculum sub-committee will:

- Provide oversight and support of teaching and learning practices within the College to meet learner needs.

The senior leadership group will:

- Encourage and enable teachers to adopt best approaches to teaching, learning and assessment for all students.
- Consult with LALs about staff PD requirements
- Target PLD focusing on boys' literacy and cultural competence as ongoing themes in all professional development activities.
- At-risk, priority learners and extended learners are identified and policies developed to address their needs as individuals and groups.
- Implement suitable programmes and learning opportunities.

Learning area leaders will:

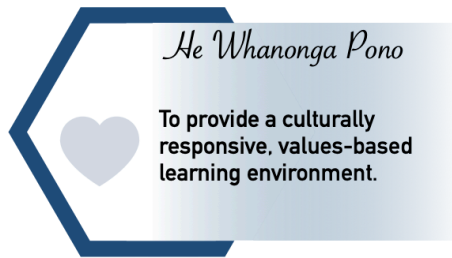
- Provide leadership to meet the requirements of each priority stated
- Monitor and review student achievement and progress
- Ensure equitable practices are being used in teaching, learning and assessment

Teachers will:

- Work with learning area leaders to meet the requirements of each priority stated

Expected Outcomes & Success Criteria:

- All teaching staff will use an UDL approach when designing learning and assessment tasks
- Best-practice teaching and learning practices will be adopted throughout the College.
- Students will be able to show ways in which they have shown agency and self-efficacy in their approaches to learning



- 3.1 Give effect to the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand.
- 3.2 Build reciprocal relationships and partnerships with Te Rūnanga o Ōraka Aparima and Te Rūnanga o Ōtākou.
- 3.3 Provide learning opportunities that develop student characteristics and capabilities that are consistent with our values.

The School Board and BOP will:

- Explore and encourage representation of te Ao Māori and our special character in the physical environment.
- Support and encourage Mātauranga Māori practices and initiatives within the College teaching and learning environment.
- Action the principles of the Treaty of Waitangi and the integration of tikanga Māori within the College.

The senior leadership group will:

- Encourage senior students (especially prefects, house leaders, school council) to consistently reinforce, promote and model high standards of leadership and excellence.
- Promote and encourage the integration of tikanga Māori into the school environment.
- Publically recognise achievements in sport, academia, culture and values.

Learning area leaders will:

- Provide leadership to meet the requirements of each priority stated
- Empower teachers and students to uphold the principles and values identified in the New Zealand Curriculum document
- Ensure culturally responsive practices are being used in teaching, learning and assessment

Teachers will:

- Work with learning area leaders to meet the requirements of each priority stated
- Seek the student voice to gain feedback on teaching, learning and assessment practices.

Expected Outcomes & Success Criteria:

- Whanau and akonga will be able to see, hear and feel the College's acknowledgement of treaty principles in our actions and communications.
- Interactions with our treaty partners for both campuses are focused on building relationships and service.
- Students will build competencies and capabilities on both campuses that align with the College's values and expectations.



He Hapori

To enable students to be active contributors at school and in the local/global community.

- 4.1 Engage students in sports, arts and cultural activities through an 'Active McGlashan' culture.
- 4.2 Actively engage our community in service and on curriculum and learning matters.
- 4.3 Develop and promote contextual and localised learning experiences and programmes.

The School Board and BOP will:

- Adopt sustainability practices, where appropriate for both College campuses
- Continue to work positively with key stakeholders in the community and local iwi.

The senior leadership group will:

- Encourage principled action and service across both College campuses
- Enforce the school's cellphone policy
- Consult with the wider-school community regarding issues of importance

Learning Area Leads and Teachers will:

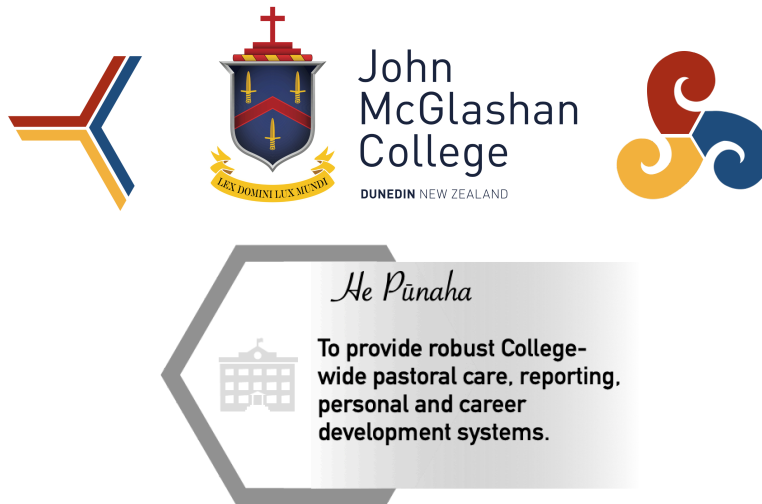
- Explore localised practical tasks and activities that promote global competence and awareness.

Deans and Form Teachers will:

- Support students to be active contributors in service, cultural, sporting, and academic endeavours.

Expected Outcomes & Success Criteria:

- To grow or maintain current levels of participation in sports. Continue to grow participation in Kapa Haka. Continue to promote and grow participation in performing arts events.
- Engage with the community on a regular basis regarding changes to curriculum and other learning matters
- Embed active learning and "thinking global, acting local" opportunities for our students to contextualise the learning.



5.1 Review, plan and implement curriculum offerings, learning pathways and career guidance.
5.2 Ensure all communication systems are appropriate for reporting and information sharing purposes.
5.3 Develop an assessment system for Year 7-10 that is aligned with learning progressions and phases of learning.

<p>The School Board Curriculum sub-committee will:</p> <ul style="list-style-type: none"> • Determine a curriculum review cycle to review and evaluate curriculum offerings and learning pathways • Report to the BOT regarding curriculum matters • Support curriculum development at the College <p>The senior leadership group will:</p> <ul style="list-style-type: none"> • Support the pastoral care system within the College. • Work closely with the School Board' Curriculum Sub-committee to ensure that the self-review process is rigorous, comprehensive and useful. • Support the guidance system within the College. • Ensure that the quality, quantity and range of information provided by KAMAR is continually reviewed, improved and up to date. <p>Learning area leaders will:</p> <ul style="list-style-type: none"> • Conduct professional conversations with classroom teachers in accordance with the annual professional growth cycle. • Collaborate on an assessment system that is fit for purpose and is easily understood. <p>Teachers will:</p> <ul style="list-style-type: none"> • Work with learning area leaders to meet the requirements of each priority stated • Continually develop their assessment and reporting systems that are fit for purpose
<p>Expected Outcomes & Success Criteria:</p> <ul style="list-style-type: none"> • Review, on an ongoing basis, the advice given to students as well as curriculum offerings to ensure students are ready for work and further study. • As changes in NZC and NCEA occur, ensure that we are effectively reporting key learning outcomes. • Assessment and reporting in years 7-10 is discussed in light of changes to the NZC. A new system is drafted by the end of the year.

Variance for Strategic Goals

Goal	Description	Reflection
1. Mātauranga Curriculum	To provide a responsive, coherent, balanced and innovative curriculum to enrich and empower teaching and learning that best suits boys' education.	The Community surveys (Parents, Students and Staff) of 2023 highlighted that we are providing a curriculum that meets the needs of the community.
2. Akoranga Learning	To provide equitable, inclusive, best-practice approaches to teaching, learning and assessment that support active, compassionate, lifelong learning.	The Community surveys (Parents, Students and Staff) of 2023 highlighted that we are meeting the needs of our students. Student self-efficacy and agency is a long-term project which needs further development.
3. Tikanga Values	To provide a culturally responsive rich learning environment that contextualises our students' learning, values and sense of belonging.	The Māori steering committee of parents are very pleased with our progress in providing a culturally responsive and context based learning environment. Staff PLD is well received.
4. Hapori Community	To provide initiatives that enable students to be active contributors in the local and global community.	As the new NZC and NCEA takes shape, we will determine more contextual learning experiences that also give us opportunities to serve our community.
5. Pūnaha Systems	To provide robust College-wide pastoral care, reporting, curricula and career development systems that are fit for purpose.	The He Kotahitaka project was implemented in 2024 and continued for 2025. A new format for Progress Reports and Semesterised Reports will be launched in 2025.



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