



John
McGlashan
College

DUNEDIN NEW ZEALAND

Strategic & Annual Implementation Plan

1 January, 2024 - 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.”



Lex Domini Lux Mundi

He Atua, he Marama
The Law of the Lord is the Light of the World

| www.mcglashan.school.nz |



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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The School & McGlashan Family Crest





The College's Special Character

Lex domini, lux mundi

The Law of the Lord is the Light of the World

Te piko o te māhuri, tērā te tupu o te rākau

The way in which the young sapling is nurtured, determines how the tree will grow

We are a community which continually seeks to form its culture in accordance with the Special Christian character at the heart of our identity. This commitment ensures that our values are in turn preceded by a posture expressed powerfully in our school karakia:

Loving and gracious God,
we come together before you,
we who are the living faces
of those who paved the way
to faith and knowledge
for our college.

Weave for us a rope
with strands of
honesty and caring,
wisdom and respect
that bind us to
a gospel understanding
of justice and peace.

So we may follow
faithfully in their footsteps
to serve you in this world.

This we ask
in the name
of the Father,
the Son and
the Holy Spirit.
Amen.

E te Atua o te aroha me te atawhai,
ka huitahi ai mātou i mua i a Koe,
ko mātou te kanohi ora o rātou mā
i whakatakoto nei te huarahi
o te whakaponono me te mātauranga
mō tō tātou kura.

Whiria he taura mō mātou
i ngā muka o
te pono me te manākitanga,
te whakaaronui me te aroha,
kia here ai mātou
ki te māramatanga o te rongopai
e pā ana ki te tika me te rangimārie.

Kia whai pono ai mātou
i ō rātou takahanga
ā, ka mahia tāu e pai i roto i te ao whānui.

Ka ui ai mātou i tēnei
i runga i te ingoa
o te Matua,
te Tama, me
te Wairua Tapu.
Āmine.



School Description & Aspirations

John McGlashan College is an integrated, Year 7 to 13 secondary school for boys. The school roll comprises 380 day boys from Dunedin city and its surrounds and 120 boarders. Most come from rural Otago and Southland. Up to 20 or more international students are enrolled each year.

The College is sited in Māori Hill where it was first established as a private school in 1918. It is named after Dunedin's first lawyer and first provincial solicitor. John McGlashan was an important administrator who contributed significantly to the settlement of the city. In 1902, two of his daughters bequeathed their home for the purpose of establishing a boys' school.

John McGlashan wrote that he favoured a *"sound and liberal education"* and today we continue to hold to this broad ideal. The College is committed to enabling every boy to develop his potential to the fullest.

The College integrated into the state system in 1989. Under this agreement, the land and buildings remain the property of the Board of Proprietors – officially the *John McGlashan College Presbyterian Trust Board*.

An important part of the Integration Agreement requires the school to define and uphold its special character. In broad terms, this refers to a college-wide commitment to Christian values and tradition. The College affirms the standards that are fundamental to its Christian heritage: honesty, simplicity, respect and concern for others; and we try to uphold these standards within the College community. It also recognises the importance of its location in Dunedin, the tangata whenua, whanau and family associations, the rural-urban mix of students and the boarding house experience. The Boarding House itself, though an integral part of the school, is the direct responsibility of the Board of Proprietors and not the School Board.

The school has a maximum roll, under the Integration Agreement, which is currently set at 500. This means that not all who apply for places can be accepted.

There is a strong focus on ensuring that students have extensive opportunities to achieve at the highest level – not only in the classroom, but on the sports field, in the arts and in cultural pursuits. McGlashan students attain excellent results in national and other external examinations and results in NCEA (National Certificate of Educational Achievement) and IB (International Baccalaureate Diploma) are carefully analysed each year. Externally referenced achievement information is gathered at, and across, various levels enabling the school to measure statistically, the extent to which value is added over and above what might be "expected".



Our main aspiration is to provide holistic educational opportunities which build character, resilience, and a healthy mind and body. We believe that academic success will follow.

In the spirit of John McGlashan’s desire for a “sound and liberal education”, we aspire to provide a quality teaching and learning environment founded upon quality interpersonal relationships. We value individual differences that enrich the learning environment.

We define a sound and liberal education as being a system or course of education suitable for the cultivation of a free human being. It is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement characterised by challenging encounters with important issues.

We seek to recruit, retain and support outstanding teachers who actively contribute to a grounded, inclusive, highly productive, personalised school wide culture of excellence in teaching and learning.

We are committed to continual improvement and review of teaching and learning with a clear focus on maximising educational opportunities for every boy. Staff are encouraged to share their skills and knowledge, and actively lead a school wide culture of personal and professional development.

We expect that all teachers will hold high academic, social and behavioural expectations for each student in their class and that they seek to add value to their students.

He Kotahitanga

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



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



Ko koe ki tēnā, ko au ki tēnei pito o te kete
You at that end, I at this end of the basket (and it can be carried)

Strategic Overview



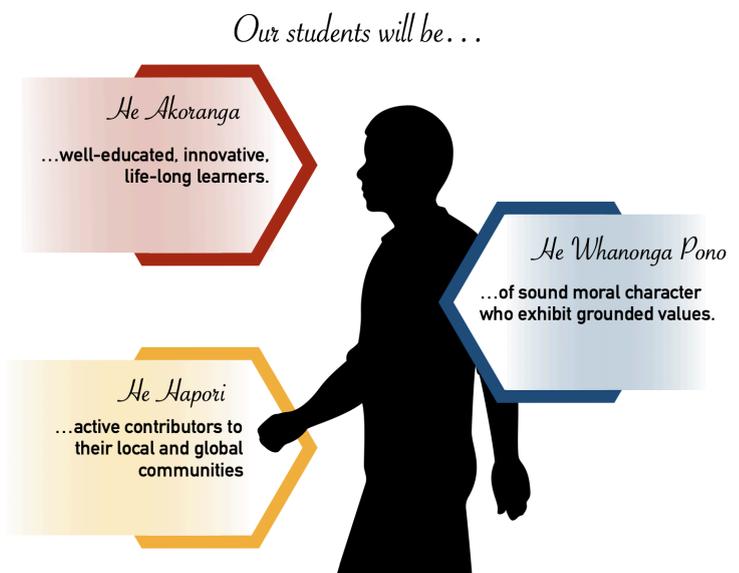
Vision, Mission, Values & Culture in Action

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).

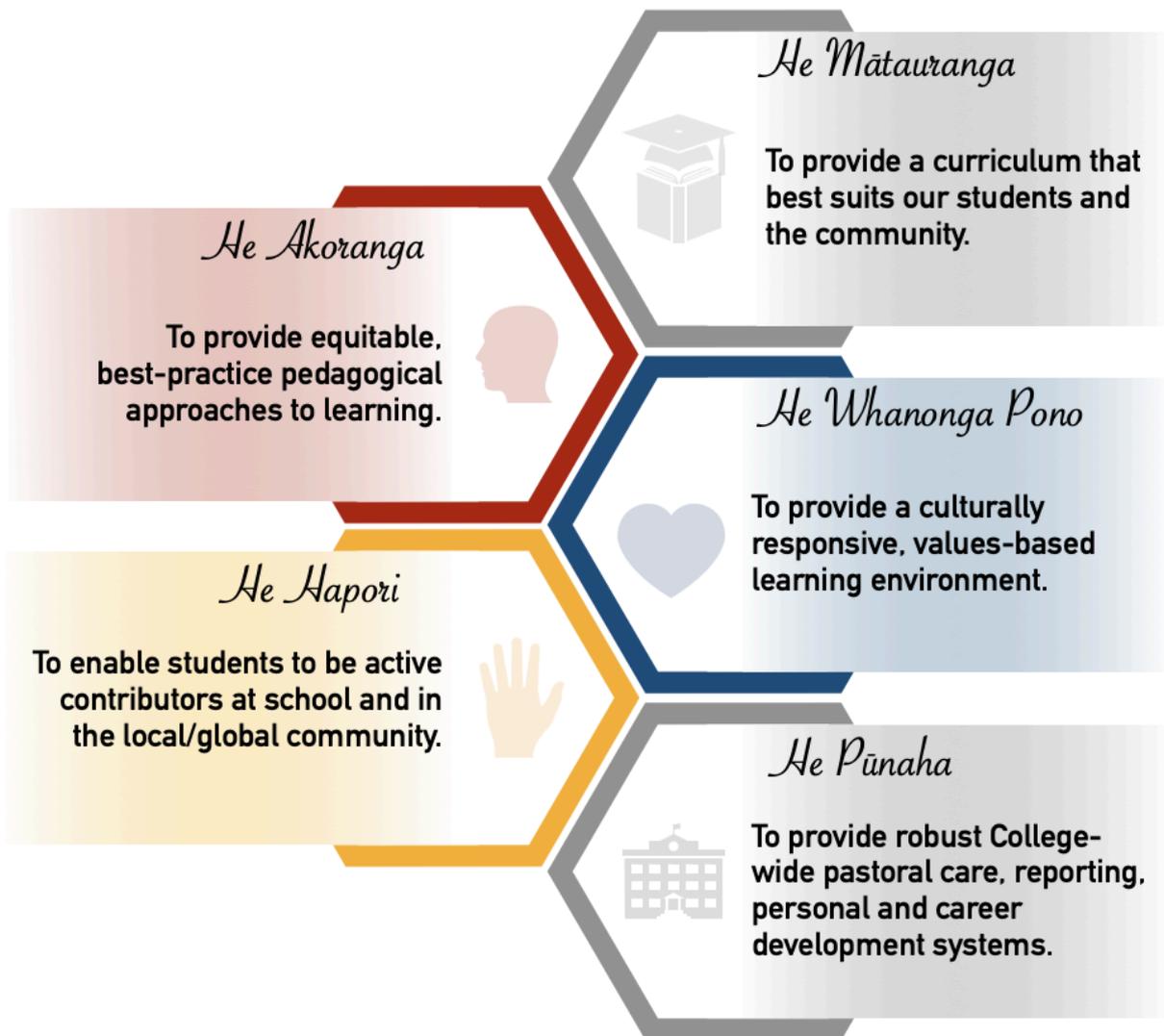
Our students will develop a healthy work ethic to reach their potential in coursework, sports, arts and cultural endeavours. We expect every student to hold high personal standards, to respect those in authority and to abide by the rules. We expect students to be honest, caring, respectful and courteous 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.



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Ko Ngā Whāinga

Strategic Goals



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.



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 boys' education.	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, curricula and career development systems.
Immediate Priorities and Action Points	1.1 Incorporate the planned curriculum refresh 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 Maintain an 'Active McGlashan' culture across the College. Encompassing sports, arts and cultural activities.	5.1 Continuously review and evaluate curriculum offerings, learning pathways and career guidance
	1.2 Provide clear learning pathways that best suit the needs of our students and the community.	2.2 Approaches to teaching and learning meet the learning needs of our students.	3.2 Establish unified campuses: Ko te whakakotahi o te Kāreti o Hoani Makarena in terms of He Akoranga, He Whanonga Pono and He Hapori	4.2 Actively serve our community. Engage with them on curriculum and learning matters	5.2 Ensure all communication systems are appropriate for reporting and information sharing purposes
	1.3 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.



He Akoranga Learning | Head | College | Scottish Heritage
He Whanonga Pono Values | Heart | Town | Te Ao Māori
He Hapori Community | Hands | Country | John McGlashan



Annual Implementation Plan

Strategic Goals, Priorities and Action Points



1.1 Incorporate the planned curriculum refresh across both College campuses.

1.2 Provide clear learning opportunities and pathways.

1.3 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:

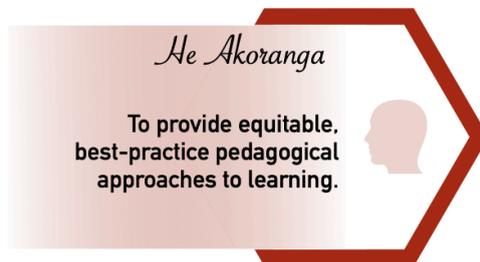
- Provide curriculum, teaching, learning and assessment leadership and oversee professional development support to all teachers working in subject areas for which they are responsible.
- Set guidelines and determine priorities for curriculum and planning.
- Emphasise the importance of the New Zealand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

Teachers will:

- 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 HODs 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:

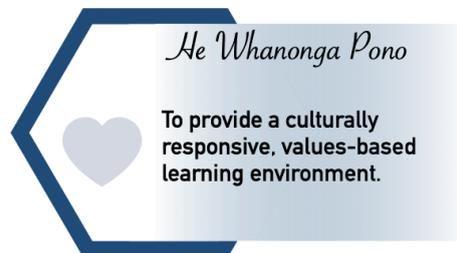
- Provide leadership to meet the requirements of each priority stated
- Monitor and review student achievement and progress
- Ensure equitable practices are being used in teaching, learning and assessment

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

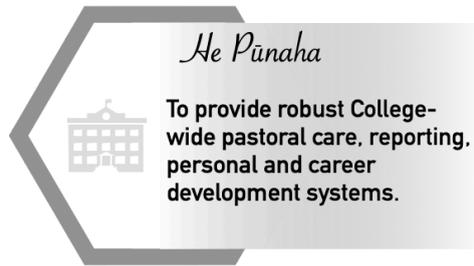
To enable students to be active contributors at school and in the local/global community.



- 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 and evaluate 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 2024.

Strategic Alignment

National Education and Learning Priorities (NELP)

National Education and Learning Priorities 1-7						
Objective 1: Learners at the Centre		Objective 2: Barrier Free Access		Objective 3: Quality Teaching and Leadership		Objective 4: Future of Learning and Work
1.	2.	3.	4.	5.	6.	7.
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	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	Reduce barriers to education for all, including for Māori and Pacific learners / ākonga, disabled learners / ākonga and those with learning support needs	Ensure every learner / ākonga gains sound foundation skills, including language*, literacy and numeracy	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Collaborate with industries and employers to ensure learners / ākonga have the skills, knowledge and pathways to succeed in work
<p>Places of learning embrace diversity and provide for good wellbeing, physical health and mental health for all learners/ ākonga, teachers/kaiaiko and staff</p> <p>Places of learning have robust policies, plans and support to address racism, sexism, bias and low expectations</p> <p>All learners/ākonga and staff, including disabled people, those with learning support needs or are neurodiverse, and those who identify as LGBTQIA+ are welcomed, supported, valued and listened to.</p>	<p>Learners/ākonga experience inclusive cultures that value, affirm and reflect their identities</p> <p>High aspirations for all learners/ ākonga are the new assumption. Old biases, and low expectations are challenged and eliminated</p> <p>Whānau and communities are actively included and valued in the design and delivery of education, and in the learning environment</p> <p>Education and training pathways are available for and deliver equitably for all learners/ākonga</p> <p>Māori enjoy and achieve educational success as Māori, and education supports Māori rangatiratanga</p>	<p>The learning environment is inclusive and responsive to learner/ākonga needs, and all learners/ākonga can participate in social and learning opportunities</p> <p>Learners/ākonga face no unnecessary physical, access, support or financial barriers to education</p> <p>Additional support is available for disabled learners/ākonga and those with additional needs to stay engaged and succeed in education</p> <p>Learners/ākonga are supported to successfully transition between education and employment</p> <p>Specialist knowledge and support is available for learners/ākonga, whānau, iwi, Pacific families, and educators, when it is needed</p> <p>Learners/ākonga have access to the appropriate digital technologies they need to participate in all learning experiences</p>	<p>Learners/ākonga are equipped with language, literacy, numeracy and digital literacy skills that enable future learning and development</p> <p>All learners/ākonga build key competencies and capabilities including communication, problem solving, critical thinking, resilience, and interpersonal skills</p> <p>Learners/ākonga who have not developed key foundation skills sufficiently are identified and able to access additional specialist support</p> <p>Where appropriate, learners/ ākonga have a variety of learning opportunities to develop digital literacy and are able to make sense of the digital information they are engaging with</p>	<p>Tikanga Māori is embedded in values, practices and organisational culture, based on advice from and engagement with Māori</p> <p>Leaders, teachers/ kaiaiko and staff are supported to develop their te reo Māori and tikanga Māori skills and competencies</p> <p>Learners/ākonga have opportunities to learn, and learn in, te reo Māori</p> <p>A commitment to Te Tiriti the Treaty is embedded in all policy and practices including strategy, behaviours, actions, services, and resourcing</p> <p>Māori identity, language and culture are incorporated into teaching, learning and pastoral care</p>	<p>Places of learning identify and respond to gaps in capability and invest in their staff to strengthen teaching, leadership, learning support, and skills to support online and distance learning</p> <p>Teachers/kaiaiko and staff, including educators, teacher aides, support staff, leaders and specialists, have ongoing support and opportunities to upskill throughout their career</p> <p>Teachers/kaiaiko and educators are confident and competent in educating diverse learners/ākonga</p> <p>Places of learning grow, value and retain highly competent, diverse educators, including those with Māori or Pacific heritage, or are disabled</p>	<p>Teaching and learning focuses and responds more closely to workplace needs</p> <p>Learners/ākonga are supported and encouraged to pursue education and career pathways that appeal to them, and are not restricted by stereotypes and biases that may narrow their choices</p> <p>A more active careers service supports clearer learning and employment pathways</p> <p>People can upskill and retrain throughout their lives and gain skills that are relevant for employment</p> <p>Learners/ākonga can easily access flexible and adaptable programmes and education models that reflect their needs and the needs of employers</p>

National Education and Learning Priorities					
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.
1. Learners at the Centre	1 2	1 2	1 2	1 2	
2. Barrier Free Access	3 4	3 4	3		
3. Quality Teaching and Leadership	5 6	5 6	5	5	6
4. Future of Learning and Work	7		7	7	7

ERO Evaluation Plan and Focus 2024-2026

Main evaluative question:

To what extent are we providing best practice education?

Evaluative sub-question
1. To what extent are the key principles of Te Mātaiaho incorporated into our teaching, learning and assessment environment?
2. To what extent is the overall culture of the school enhancing best practice education?

ERO Evaluation Question					
To what extent are we providing best practice education?					
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.
Part 1	✓	✓	✓	✓	
Part 2	✓	✓	✓	✓	✓

ERO Evaluation Plan and Domain Four Focus		
Domain Four: Responsive curriculum, effective teaching and opportunity to learn		
Domain 4.3 Students have effective, sufficient and equitable opportunities to learn	Domain 4.4 Effective, culturally responsive pedagogy supports and promotes student learning	Domain 4.5 Assessment for learning develops students' assessment and learning-to-learn capabilities
<p>The learning environment is managed in ways that support participation, engagement, and agency in learning.</p> <p>Learning opportunities enable students to relate new information to prior knowledge and to modify existing conceptions as necessary.</p> <p>In each learning area students engage in cognitively challenging and purposeful learning opportunities that relate to real-life contexts, issues and experiences.</p> <p>Students are given sufficient, related opportunities over time to revisit and consolidate learning through practice and review and by applying it in a range of purposeful activities.</p> <p>Students experience an environment in which it is safe to take risks and errors are regarded as opportunities for learning.</p> <p>Participation in effective heterogeneous (mixed ability) group activities provides students with cognitive challenge and opportunities for deep learning.</p> <p>Students whose culture/first language differs from the culture/language of instruction are well supported to access learning. Students with special needs or abilities participate in learning opportunities that provide appropriate support and challenge.</p> <p>Students are given explicit instruction in learning strategies (such as goal setting, self-monitoring and deliberate practice) that enable them to take control of their learning, develop metacognitive skills, self-regulate, and develop self-efficacy and agency.</p>	<p>Student identities and whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum.</p> <p>The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts.</p> <p>The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice.</p> <p>Teaching practices are consistent with culturally responsive and relational pedagogies.</p> <p>Teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning.</p> <p>Teaching practices such as questioning, wait time, and providing opportunities for application, problem solving and invention engage students in learning and thinking.</p> <p>Student learning is scaffolded through the use of practices such as prompts, open questions, explanations, worked examples and active discussion and through the provision of appropriate tools and resources.</p> <p>Students develop learning-to-learn capabilities by engaging in disciplinary thinking (for example, nature of science or historical) and in thinking that extends across learning areas.</p> <p>Teachers promote achievement of learning outcomes by deliberately aligning task design, teaching activities and resources, and home support.</p> <p>Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.</p>	<p>Teachers and students co-construct challenging but realistic learning goals and success criteria, developing shared understandings about the kind and quality of work required to achieve the desired outcome.</p> <p>Assessment activities are inclusive, authentic and fit-for-purpose; they provide meaningful evidence of achievement and progress and a basis for determining next steps.</p> <p>Students receive and give timely, specific, descriptive feedback in response to these questions:</p> <ul style="list-style-type: none"> Where am I going? (What are my goals?) How am I going? (What progress is being made towards the goal?) Where to next? (What activities need to be undertaken next to make continuing or better progress?) How will I know when I've got there? <p>Students identify their own learning needs and develop and use self-assessment skills to evaluate their own and others' work against clear criteria.</p> <p>Students provide feedback to teachers about the quality and effectiveness of teaching and learning.</p> <p>Teachers, parents and whānau actively participate in, and contribute to, students' learning journeys through ongoing, reciprocal communication.</p>



**John
McGlashan
College**
DUNEDIN NEW ZEALAND



ERO Evaluation Plan and Domain Four Focus					
Domain Four: Responsive curriculum, effective teaching and opportunity to learn					
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.
Domain 4.3	✓	✓	✓	✓	
Domain 4.4	✓	✓	✓	✓	
Domain 4.5	✓	✓	✓		✓

International Baccalaureate Standards and Practices Overview

01 Purpose	02 Environment		
0101 Purpose (P)	0201 Leadership and governance (LG)	0202 Student support (SS)	0203 Teacher Support (TS)
<p>P01: The governing body and school leaders articulate a purpose for learning.</p> <p>P02: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners.</p> <p>P03: The school community fosters internationally minded people who are contributors to local and global societies.</p>	<p>LG01: The school regularly reviews and follows all IB and NZQA rules, regulations and guidelines to support programme implementation and ongoing development.</p> <p>LG02: The school includes on its pedagogical leadership team an IB-trained programme coordinator and a NZQA nominee who are empowered to facilitate successful programme implementation.</p> <p>LG03: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community.</p> <p>LG04: The school implements and reviews systems and processes to improve the operation and sustainability of its programmes.</p> <p>LG05: The school funds and allocates resources that sustain and further develop its programmes.</p>	<p>SS01: The school provides relevant human, natural, built and virtual resources to implement its programmes.</p> <p>SS02: The school identifies and provides appropriate learning support.</p> <p>SS03: The school fosters the social, emotional, and physical well-being of its students and teachers.</p> <p>SS04: The school provides guidance and support that help students succeed in its programmes and plan for the next stage of their educational and/or career-related experiences.</p> <p>SS05: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its programmes.</p>	<p>TS01: The school ensures that teachers use current resources and best practices and regularly review their implementation of their respective programmes.</p> <p>TS02: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice.</p> <p>TS03: The school provides time and other resources for teachers to collaborate effectively in the implementation of their teaching and learning programmes.</p>

03 Culture	04 Learning			
0301 Culture through policy implementation (C)	0401 Designing a coherent curriculum (CC)	0402 Students as lifelong learners (LL)	0403 Approaches to teaching (AT)	0404 Approaches to assessment (AA)
<p>C01: The school secures access to IB and NZC education for the broadest possible range of students.</p> <p>C02: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential.</p> <p>C03: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.</p> <p>C04: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language</p> <p>C05: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.</p> <p>C06: The school implements, communicates and regularly reviews its IB- and NZQA-mandated policies to ensure they are cohesive and reflect IB and NZQA philosophy.</p>	<p>CC01: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years for all programmes.</p> <p>CC02: Teachers collaborate to design, plan and deliver the school's teaching and learning programmes.</p> <p>CC03: The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.</p>	<p>LL01: Students actively develop thinking, research, communication, social and self-management skills.</p> <p>LL02: Students demonstrate and reflect on their continued development of the IB learner profile attributes.</p> <p>LL03: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively.</p> <p>LL04: Students grow in their ability to make informed, reasoned, ethical judgments.</p> <p>LL05: Students exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond.</p> <p>LL06: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.</p> <p>LL07: Students pursue opportunities to explore and develop their personal and cultural identities.</p>	<p>AT01: Teachers use inquiry, action and reflection to develop natural curiosity in students.</p> <p>AT02: Teachers focus on conceptual understanding to support students in developing their ideas.</p> <p>AT03: Teachers use local and global contexts to establish the relevance of the curriculum.</p> <p>AT04: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community.</p> <p>AT05: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.</p>	<p>AA01: Students and teachers use feedback to improve learning, teaching and assessment.</p> <p>AA02: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.</p> <p>AA03: The school administers assessment consistently, fairly, inclusively and transparently.</p> <p>AA04: Students take opportunities to consolidate their learning through assessment.</p>

International Baccalaureate Standards and Practices Overview					
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.
01 Purpose 0101	P01	P02		P03	
02 Environment 0201 0202 0203	LG01, LG03 SS01	SS02 TS01-TS03	SS03	SS05	LG02, LG04-LOG5 SS02-SS04 TS02
03 Culture 0301	C01				C02-C06
04 Learning 0401 0402 0403 0404	CC01-CC03 AT01-AT05 AA01-AA04	CC01-CC03 LL01-LL07 AT01-AT05 AA01-AA04	CC02-CC03 LL01-LL07 AT01-AT05	CC03 LL04-LL05, LL07 AT03-AT04	CC03 AA03

Statement of Progress

Refer to Appendix 4 - Variance of Targets for details on how the College has progressed with last year's goals and how it will give effect to Te Tiriti o Waitangi going forward.

4.1 Academic Targets

4.2 Student Outcomes

Appendix 1 - Māori and Pasifika Strategy

1.1 Māori Student Education

Section A: Feedback from our school community

What the community sees as our strengths:

- Individual knowledge of boys.
- Expectations and traditions — high expectations in all dealings.
- Numeracy and Literacy support.
- Relationships with staff — especially with older boys and how staff interact and deal with any issues, 'maintaining mana'.
- Minimal discipline issues
- Māori approach to dealing with bullying incidents.
- Rule focused, but with room for diversity — taking a World-view and considering different perspectives.
- The mix of boys and cultures and how they interact and 'get on'.
- "A sense of unity and brother-hood"
- "Boys need boys"
- Very proud of the school's approach to Mana Pounamu awards and Pasifika awards.

Areas that were seen to have potential for development:

- Separation of the Māori & Pasifika Group. These two groups are fundamentally different and we need to get back to core principles of our bi-cultural heritage. We need to give more effect to listening to these two groups separately.
- A Kapa Haka tutor. Funding has been established for three years. In the long-run, a possibility of a collaborative approach with Columba and/or St. Hilda's is discussed. Much stronger as a group of 1000 / 1500 than three schools of 500+.
- Attendance at Polyfest.
- Continuing to offer Te Reo throughout the school, incrementally at higher levels as numbers permit. Other Pasifika languages as correspondence options as required.
- Involve the Māori steering committee to review items such as nominations for Mana Pounamu. The Pasifika steering group to review items such as Pasifika scholarships. The school's decision would be final, but it was seen as beneficial to include the community in a consultation process around this.
- Ongoing information on scholarships available for Māori/ Pasifika students.
- It was commented that there is far more integration of Te Reo and Tikanga Māori in primary schools and could this be looked at at John McGlashan College. Rather than 'striving to' or 'endeavouring to', normalise the integration into part of the school culture.
- Encourage staff to give mana to Te Tiriti o Waitangi in their learning environments. We hope to see, hear, feel the College's obligation to Te Tiriti o Waitangi



Section B: Key documents

He Kakano

He Kakano is a professional leadership programme with a focus on developing practices that ensure Māori achieve success as Māori. It is aimed at enhancing achievement (academic, social, emotional and cultural) of Māori students in mainstream schools.

The theoretical basis is derived from Te Kotahitangi and has been 'mapped' onto the findings of the Best Evidence Synthesis on Educational Leadership. There are 6 key elements:

- goal setting
- developing a pedagogy of relations that creates culturally appropriate and responsive classroom learning contexts
- institutional reform that is responsive to classroom changes
- a distributed leadership pattern that supports pedagogic leadership spread to include whanau, iwi and hapu aspirations, preferences and practices
- evidence-based decision making
- and ownership by all concerned of the goals of improving Māori student success.

As a school that identifies Māori as priority learners, the College will be expected to:

- find opportunities to build evidence in order to improve outcomes for Māori
- address issues of achievement, retention, engagement and attendance
- ensure classrooms can respond to the cultural needs of Māori students
- include whanau as partners in teachers' capability
- use data and evidence to help make decisions.



Ka Hikitia and Tau Mai Te Reo

Ka Hikitia and Tau Mai Te Reo are companion strategies and should be read in conjunction with each other. Ka Hikitia is a strategy for all Māori learners, while Tau Mai Te Reo is a strategy for all learners.

- Te Whānau: Education provision responds to learners within the context of their whānau
- Te Tangata: Māori are free from racism, discrimination and stigma in education
- Te Kanorautanga: Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences
- Te Tuakiritanga: Identity, language and culture matter for Māori learners
- Te Rangatiratanga: Māori exercise their authority and agency in education.

Ka Hikitia means to step up or lengthen your stride. It is focused on enhancing educational outcomes for Māori students. Ka Hikitia emphasizes the need for quality educational practices - leadership, classroom practice and assessment all supported by sound governance practices. It also highlights the importance of good community partnerships - this includes consultation with whānau, iwi and other stakeholders. The recent Māori and Pasifika consultation meeting begins to address this, and this is certainly something that needs to be continued and developed.

Measures for learners and their whānau:

Te Whānau

- Māori learners have high levels of attendance and participation in our education services.
- Māori whānau have regular and positive engagements with our education services.

Te Tangata

- Māori learners and whānau feel a strong sense of belonging in our education system and are free from racism.

Te Kanorautanga

- Māori learners are achieving excellent and equitable education outcomes.
- Our education workforce looks more like the population that it serves. It is skilled in engaging with Māori learners and whānau.

Te Tuakiritanga

- Māori learners and whānau tell us they see and feel their identity, language and culture on a daily basis in our education services.

Te Rangatiratanga

- Whānau, hapū, iwi and Māori are participating in and making decisions about the education of Māori learners.

Tau Mai Te Reo sets out the goals we are seeking to achieve and provides a framework for coordinating our programmes and services that support Māori language in our English medium education.



Ka Hikitia Ka Hāpaita - The Māori Education Strategy

Te Whānau	Te Tangata	Te Kanorautanga	Te Tuakiritanga
<p>Education provision responds to learners within the context of their whānau.</p> <p>We will support Māori learners and their whānau to be informed and demanding decision-makers, with high expectations of the curriculum, teaching, learning, and assessment programmes offered at the College.</p> <p>We will also support Māori learners and their whānau to plan and pursue the education pathways that they aspire to.</p>	<p>Māori are free from racism, discrimination and stigma in education.</p> <p>Māori learners and whānau have identified racism as a major barrier in our education system. We will address this, provide equitable access to learning, and in ways that promote fairness and are respectful and culturally appropriate, so that Māori learners and their whānau have a strong sense of belonging.</p>	<p>Māori are diverse and need to be understood in the context of their diverse aspirations and lived experiences.</p> <p>We will recognise and provide for Māori diversity. Our teaching and support staff will have the right skills and capacity to support all Māori learners, including those with disabilities and learning support needs, to achieve excellent outcomes.</p>	<p>Identity, language and culture matter for Māori learners.</p> <p>We will support the growth and development of the Māori language.</p> <p>We will support the identity, language and culture of Māori learners and their whānau to strengthen belonging, engagement and achievement as Māori so that Māori learners can actively participate in te ao Māori, Aotearoa and the wider world.</p>

Ka Hikitia Ka Hāpaita - The Māori Education Strategy

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.
<i>Te Whānau</i>	✓	✓	✓	✓	✓
<i>Te Tangata</i>	✓	✓	✓	✓	✓
<i>Te Kanorautanga</i>	✓	✓	✓	✓	✓
<i>Te Tuakiritanga</i>	✓	✓	✓	✓	✓
<i>Rangatiratanga</i>	✓	✓	✓	✓	✓
<i>Ōritetanga</i>	✓	✓	✓	✓	✓
<i>Kāwangatanga</i>	✓	✓	✓	✓	✓
<i>Ngā whakapono</i>	✓	✓	✓	✓	✓

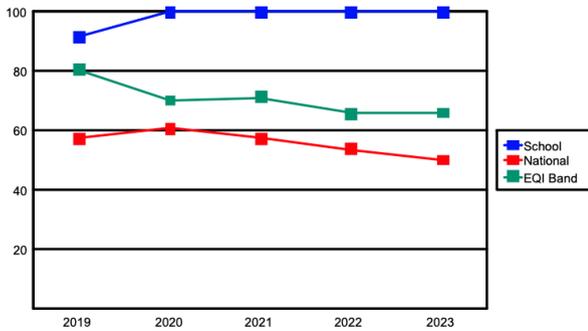
Māori Student Education Goals 2024

1.	<p>Consultation with the Māori and Pasifika Steering Group will continue to ensure ongoing development of the strategy. The purpose of the Māori and Pasifika Steering Committee is to support the College to:</p> <ul style="list-style-type: none"> • Increase the outward displays of Tikanga Māori • Assist the boys to connect with their Whanau and heritage • Conduct best-practice Teaching and Learning approaches for Māori students. • Address and constantly meet Treaty of Waitangi obligations • Adopt of school-wide Haka Tautoko / Waiata aroha • Encourage/support teachers to upskill in Te Reo and Tikanga Māori • Adapt curriculum regarding NZC History changes • Recognise the social, ethnic and cultural identities of Māori students and staff; and meet their wellbeing needs <p>Also, to discuss issues, to contribute to policy making and to act as a forum for the exchange of ideas about the College. The Māori and Pasifika Steering Group will meet at least once a term.</p>
2.	<p>Collaboration with local schools (e.g. Columba and Māori Hill School) will continue to be investigated with a view to strengthen John McGlashan College's cultural group and attendance at events such as Polyfest and <i>Tuakana - Teina</i> relationships..</p>
3.	<p>Ensure there is staff development in culturally responsive teaching practices (Tātaiako) and that staff reflect these within their appraisal process against the Registered Teacher Criteria.</p>
4.	<p>Peer-mentoring will continue to be developed with a consideration of aligning Māori students with senior Māori student mentors (<i>Tuakana - Teina</i>)</p>
5.	<p>The careers programme will be reviewed to ensure that pathways are clearly investigated for all Māori and non-Māori in relation to possible scholarships/ funding.</p>
6.	<p>Continuation of Te Reo language provision beyond Y7 & 8 to Y9-13.</p>
7.	<p>Te Reo and Tikanga Māori will be integrated and normalised into the school curriculum and culture. This will be supported by on-going PD from the wider Māori community. School ceremonies will begin with either a Mihi Maioha OR a school karakia.</p>
8.	<p>Ensure Māori students are recognised for their achievement through nomination for community awards such as Mana Pounamu Young Achievers Awards.</p> <ul style="list-style-type: none"> • Consolidate the selection process for award winners. • Ensure success is published in school newsletters. • Arrange for previous winners to talk about this award with junior students.
9.	<p>The pastoral care of all students, Māori and non-Māori will be led and developed by the College Chaplain, with support from the wider community. It will be based on <i>tika, pono</i> and <i>aroha</i> (fairness, integrity and compassion)</p>
10.	<p>Develop appropriate school karakia and Haka Tautoko for special events.</p>

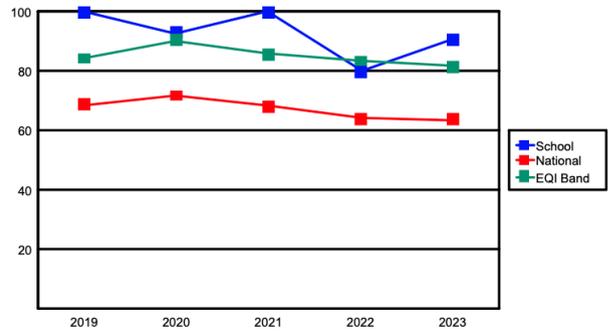


NCEA / UE Data - Māori 2023

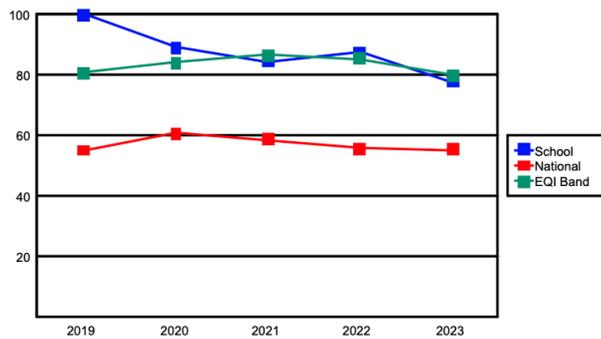
Year 11 NCEA Level 1 - Māori



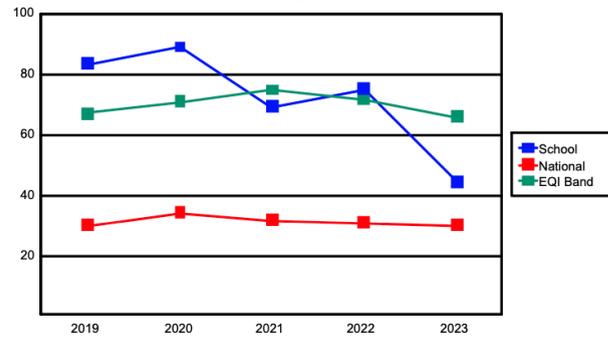
Year 12 NCEA Level 2 - Māori



Year 13 NCEA Level 3 - Māori



Year 13 University Entrance - Māori





1.2 Pacific Student Education 2030

The Action Plan maps the Government's commitment to transforming outcomes for Pacific learners and families and signals how early learning services, schools and tertiary providers can achieve change for Pacific learners and their families.

The Action Plan identifies five key shifts and a set of actions that are needed to achieve this vision:

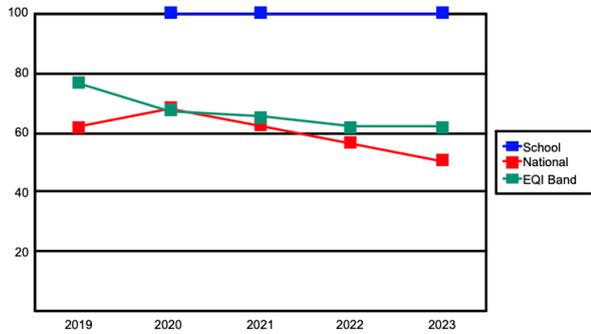
- work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic;
- confront systemic racism and discrimination in education;
- enable every teacher, leader and educational professional to take coordinated action to become culturally competent with diverse Pacific learners;
- partner with families to design education opportunities together with teachers, leaders and educational professionals so aspirations for learning and employment can be met; and
- grow, retain and value highly competent teachers, leaders and educational professionals with diverse Pacific whakapapa.

Pasifika Student Education Goals 2024

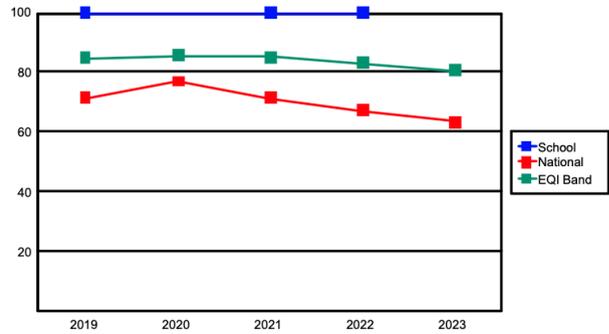
1.	<p>Consultation with the Māori and Pasifika Steering Group will continue to ensure ongoing development of the strategy. The purpose of the Māori and Pasifika Steering Committee is to support the College to:</p> <ul style="list-style-type: none"> • Assist the boys to connect with their heritage • Conduct best-practice Teaching and Learning approaches for Pasifika students. • Recognise the social, ethnic and cultural identities of Pasifika students and staff; and meet their wellbeing needs <p>Also, to discuss issues, to contribute to policy making and to act as a forum for the exchange of ideas about the College. The Māori and Pasifika Steering Group will meet at least once a term.</p>
2.	<p>John McGlashan will gather data to show how we are responding to the goals and targets set for Pasifika within the Pasifika Education Plan:</p> <ul style="list-style-type: none"> • Pasifika learners will excel in literacy and numeracy and make effective study choices that lead to a worthwhile qualification. • The number of all Pasifika school leavers leaving with NCEA L1 literacy and numeracy qualifications remains around 95% each year. • Pasifika school leavers are academically and socially equipped to achieve their goals for further education, training and/ or employment. Targets: 85% of Pasifika 18 year olds to achieve NCEA L2 qualifications and UE from NCEA L2 and L3. • Pasifika parents, families and communities engage with schools in supporting their children's learning.
3.	<p>Peer-mentoring will continue to be developed with consideration of aligning Pasifika students with other Pasifika students</p> <ul style="list-style-type: none"> • Develop links with the Mercy Centre of Learning through the Mercy Hospital.
4.	<p>Investigate opportunities for language learning in Pasifika languages through correspondence school (Long-term goal).</p>
5.	<p>The careers programme will be reviewed to ensure that pathways are clearly investigated for all Pasifika and non-Pasifika in relation to possible scholarships/ funding.</p>
6.	<p>Ensure Pasifika students are recognised for the achievement through nomination for community awards such as Pacific Island Recognition Awards.</p>
7.	<p>Ensure staff have professional development in and are aware of the Pasifika Education Plan 2030 and report on these targets in their departmental documentation.</p>

NCEA / UE Data - Pasifika 2023

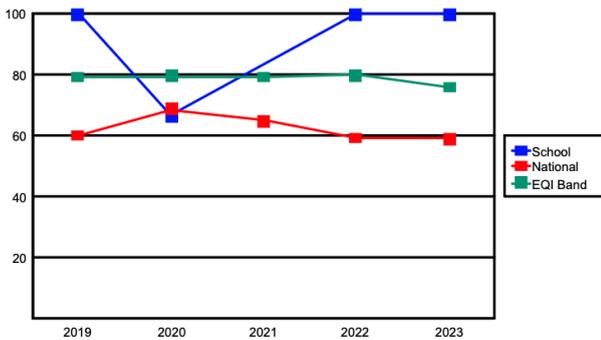
Year 11 NCEA Level 1 - Pacific Peoples



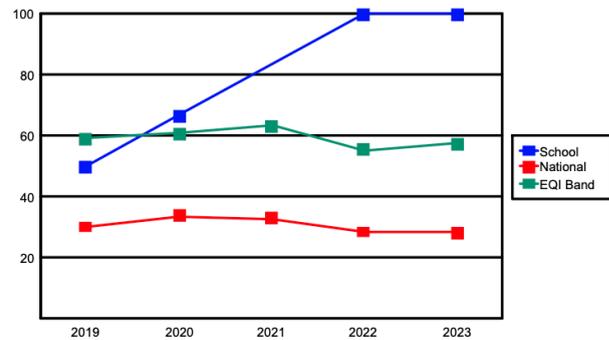
Year 12 NCEA Level 2 - Pacific Peoples



Year 13 NCEA Level 3 - Pacific Peoples



Year 13 University Entrance - Pacific Peoples





Appendix 2 - School Board

2.1 Personnel & Committees

The Board comprises of the following personnel:

- Kyle Murdoch - Presiding Member
- Tumi Toro - Deputy Presiding Member
- Neil Garry - School Principal
- Ainslie Anderson - Staff Representative
- Oliver Hamilton - Student Representative
- Geoff Burns - elected parent representative
- Ray O'Brien - elected parent representative
- Dave Stevens - elected parent representative
- Debs Erskine - Board of Proprietors representative
- Renee Miller - Board of Proprietors representative
- Simon Anderson- Board of Proprietors representative
- John Guthrie - Board of Proprietors representative
- Vivienne Seaton - Minutes Secretary

The Board comprises of six sub-committees:

- Curriculum - Ray O'Brien (PM), Kyle Murdoch, Debs Erskine, Ainslie Anderson, Oliver Hamilton, Neil Garry
- Self-review - Ainslie Anderson (PM) Simon Anderson
- Personnel - Geoff Burns (PM), Kyle Murdoch, Tumi Toro, Neil Garry
- Finance - Renee Miller (PM), Dave Stevens, Kyle Murdoch, Neil Garry
- Health and Safety - Ainslie Anderson (PM)
- International - Tumi Toro (PM), Debs Erskine

Each sub-committee has a minimum of two designated board members assigned to it.

The Board comprises of the following liaison members:

- Māori Pasifika - Tumi Toro
- Legal - Simon Anderson
- Sports - Geoff Burns, Dave Stevens
- Uniform - Dave Stevens, Debs Erskine
- Te Ana-Au Community Liaison - Tumi Toro, Ray O'Brien



The full board will meet monthly on the following dates in 2024:

- 7 February
- 28 February
- 27 March
- 29 May
- 26 June
- 28 August
- 25 September
- 23 October
- 27 November



2.2 Strategic Foci

The School Board have seven focus areas under the following categories:

1. Curriculum
2. Learning
3. Values
4. Community
5. Systems
6. Governance
7. Finance

The first five focus areas have been outlined previously in this document as they are related to the College's Strategic Action Plan.

The following two focus areas and action points continue the School Board Strategic Action Plan.

6. Mana Whakahaere Governance

To provide a governance function that is continually improving and that is focused on achieving excellence and equipping the students at the College.

- 6.1 Establish a Board Charter and induction process.
- 6.2 Develop a capex plan and formalise BOP support.
- 6.3 Consider succession planning and identify desirable skill sets.
- 6.4 Ensure School Board, Board of Proprietors and Management goals are aligned.
- 6.5 Develop a Health and Safety framework.
- 6.6 Develop International as part of the School's business.

The full board will:

- Meet monthly according to the schedule outlined previously.
- Provide effective, high quality governance directed towards achieving the goals and objectives as set out in this strategic plan, in policy statements and elsewhere.
- Meet all legislative and statutory requirements. In particular the National Education Goals, National Administration Guidelines and the National Education Guidelines and other relevant legislation.
- Upholds the aims, values and expectations for this College in this document.
- Ensure all boys have extensive opportunity to maximise their potential and access an education that will equip them for lifelong learning
- Systematically review Curriculum which will be carried out by the Board's Curriculum Sub-committee
- Systematically review policies which will be organised through the teacher representative on the board.
- Maintain, review and revise its detailed governance file. Along with minutes from meetings, reports from the principal, members of the board and sub-committees, this documentation comprises and sets out most, if not all, of the *"...board's aims, directions, objectives, priorities and targets for the management of the school's and board's capability, resources, assets and liabilities, including human resources, finances, property and other ownership matters"*.

7. Kokoraho

Finance & Property

To provide effective, efficient and professional management of the integrated school's resources, assets and liabilities, including human resources, finances, property and other ownership matters.

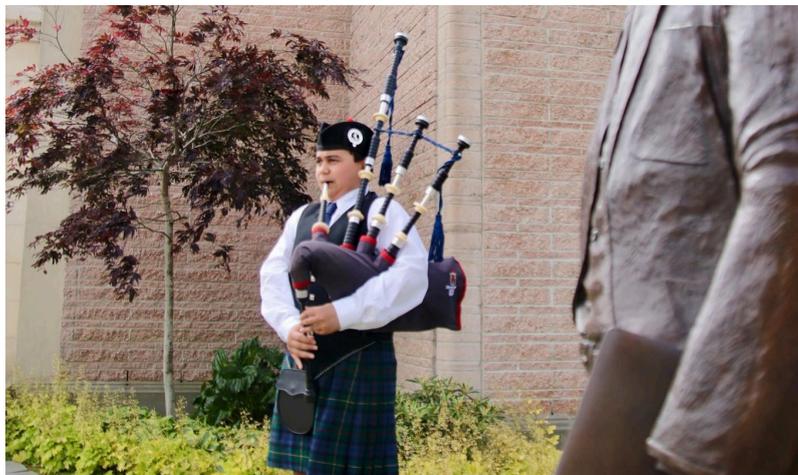
7.1 Ensure that management of the school's finances, assets and liabilities is directed towards meeting the aims and achieving the goals and objectives set out in the school charter.

7.2 Cooperate effectively with the Board of Proprietors in respect to all common property maintenance and development projects.

7.3 Develop and approve appropriate policies and procedures around human resource management for all teachers and non-professional staff employed in the integrated school.

The full board will:

- Approve budgets and planning and oversee the management of all income and expenditure, assets and liabilities for which the School Board has responsibility within the College.
- Fulfil all legislative and statutory requirements in respect of its governance role as the College's School Board.
- Comply with all responsibilities and requirements as determined in the "Private Schools Conditional Integration Act", particularly in respect of maintenance and property management.



2.3 School Board Curriculum Subcommittee Review Calendar for 2024



2024

Term	Date of meeting (Tuesday, 4 pm)	Full learning area review	Short Review ¹	Report to BOT (Wednesday 6pm)
1	5 February *	IB and NCEA general statistics review (* no meeting, but submitted)		7 February
1	27 February	Annual Learning Area/Department report review and planning. Due 15 Feb.		28 February
1	28 March	Learning Languages: All		27 March
2	28 May	Social Sciences: History	Agri-Science: Agriculture & Rural Studies	29 May
2	25 June	English: English		26 June
3	27 August	Technology: Materials	Mathematics: Financial Literacy	28 August
3	24 September	Arts: Visual Art NCEA Review	Health: Bioethics	25 September
4	26 November	Review of 2024. Review of process. Planning for 2025.		27 November



2.4 Policy Review Schedule

The College has moved all Policy management to School Docs (<https://www.schooldocs.co.nz>).

 2024 Review Schedule and Board Assurances		BOARD ASSURANCES	
<p>The principal assures the board through regular reporting that the school complies with legislative and regulatory requirements, that relevant policies and procedures are up to date, and that appropriate actions have been taken. Some assurances may not be relevant to all schools.</p>		TOPIC(S)	ACTIONS
REVIEW SCHEDULE Reviews are open to the whole school community. Boards are welcome to review all topics, but should focus on shaded rows with (board) beside the topic. Optional topics are indicated with an asterisk *.		Risk Management (every term)	<ul style="list-style-type: none"> Assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection and EOTC activities.
		Planning and Preparing for Emergencies, Disasters, and Crises (every term)	<ul style="list-style-type: none"> Assure the board that there are emergency plans in place that provide emergency and evacuation procedures. Confirm that planning and procedures are up to date and in hard copy, and emergency supplies are checked and up to date. Assure the board that trial evacuations have been completed every term.
TERM 1	Te Tiriti o Waitangi (board) Board Responsibility (board) Parent Involvement Communicating with Parents Community Conduct Expectations School Character / Special Character * (board) DOCUMENTATION AND SELF-REVIEW POLICY (board) <i>Review main board-level policy</i> School Planning and Reporting Reporting to Parents on Student Progress and Achievement	School Planning and Reporting	<ul style="list-style-type: none"> The principal assures the board that the strategic plan is submitted to the Ministry of Education by 1 March; that the annual implementation plan for the current school year is published by 31 March; that annual financial statements have been sent to the school auditor by 31 March; that the annual report (including audited financial statements) is submitted to the Ministry of Education by 31 May; and that the annual report is published as soon as practicable following this.
		Learning Support	<ul style="list-style-type: none"> Assure the board that teachers of students with learning support needs have a sound understanding of student needs, and systems are in place to support these students.
		Health Education	<ul style="list-style-type: none"> Assure the board that at least once every two years a consultation with the school community has occurred, and a statement on the delivery of the health curriculum has been adopted.
		Safety Management System and Worker Engagement, Participation, and Representation	<ul style="list-style-type: none"> Assure the board that the school safety management system aligns with board duties under the Health and Safety at Work Act 2015, including ensuring the safety of workers, providing a safe environment for workers and other people at the school, and minimising risks to health and safety. Assure the board that workers have had the opportunity to participate in improving workplace health and safety.
		Healthcare (also see subtopics)	<ul style="list-style-type: none"> Assure the board that the policies and procedures relating to first aid, recording and notification of accidents, and managing, administering, and recording medication are up to date and implemented correctly.
		Digital Technology and Online Safety	<ul style="list-style-type: none"> Assure the board that Digital Technology and Online Safety policies to promote internet safety and prevent bullying are being implemented correctly. Report on any breaches in digital safety.
		Boarding House/Hostel Policies *	<ul style="list-style-type: none"> Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school.
TERM 2	EMPLOYER RESPONSIBILITY POLICY (board) <i>Review main board-level policy</i> Appointment Procedure (board) Equal Employment Opportunities Teacher Relief Cover Safety Checking (board) Police Vetting Classroom Release Time (primary) Timetable (composite and secondary)	Safety Checking and Police Vetting	<ul style="list-style-type: none"> Assure the board that all children's workers employed or engaged by the school have been safety checked before their appointment. Confirm that children's workers have been safety checked as required within 3 years of the previous check. Assure the board that any non-teaching staff (who are not registered teachers or holders of a limited authority to teach) are police vetted, and any contractors and their employees have been police vetted if they may have unsupervised access to students during normal school hours. Confirm that police vets have been completed every 3 years.
		Teacher Registration, Certification, and Police Vetting	<ul style="list-style-type: none"> Assure the board that all teachers are registered and hold a current practising certificate, or have a limited authority to teach, and are therefore police vetted. Confirm that any provisionally certificated teachers have received appropriate induction and mentoring.
		Performance Management	<ul style="list-style-type: none"> Assure the board that the school annually assesses the principal against professional standards, and regularly assesses the performance of teachers.
		Appointment Procedure, Staff Conduct and Professional Development	<ul style="list-style-type: none"> Assure the board that procedures for staff selection and appointment are being implemented correctly, including identity and registration checks, and board delegation for appointment committees. Confirm that supporting policies for induction, staff conduct, and professional development are being implemented.
		Equal Employment Opportunities	<ul style="list-style-type: none"> Assure the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year).
		Child Protection and Abuse Recognition and Reporting	<ul style="list-style-type: none"> Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available. Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse.
TERM 3	Concerns and Complaints (board) Media Performance Management (board) Professional Development Protected Disclosure (board) Staff Conduct Staff Leave	Student Attendance	<ul style="list-style-type: none"> Assure the board that student absences are correctly recorded, monitored, and followed up.
		Reporting to Parents on Student Progress and Achievement	<ul style="list-style-type: none"> Assure the board that teachers have used good quality assessment information to report to each student and their parents/caregivers at least twice a year on student progress and achievement.
		Searches, Surrender, and Retention of Property	<ul style="list-style-type: none"> Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that a written record has been kept of all surrenders and searches, and retention of any property held for more than 2 nights. Assure the board that authorisation of non-teaching staff is specified in writing, and that staff members receive a copy and acknowledge the receipt in writing.
		Minimising Physical Restraint	<ul style="list-style-type: none"> Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. Assure the board that staff authorised to apply restraint receive appropriate training and support.
		Stand-down, Suspension, and Exclusion	<ul style="list-style-type: none"> Assure the board that the school complies with the correct procedures and reporting requirements relating to stand-down, suspension, and exclusion/expulsion.
		School Records Retention and Disposal	<ul style="list-style-type: none"> Assure the board that the school has complied with the Public Records Act 2005 in relation to the retention and disposal of school records.
		Safety and Wellbeing for Students on Work Experience *	<ul style="list-style-type: none"> Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions.
TERM 4	FINANCE AND ASSET MANAGEMENT POLICY (board) <i>Review main board-level policy</i> Managing Income and Expenditure (board) Financial Conflicts of Interest (board) School Donations and Student Activity Payments / Attendance Dues and Other Income Expenditure Asset Management and Protection (board) Property Planning and Maintenance Prevention of Bribery, Corruption, Fraud, and Theft	School Year, Terms, and Holidays	<ul style="list-style-type: none"> Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year.
		Managing Income and Expenditure and Expenditure	<ul style="list-style-type: none"> Assure the board that the school has complied with section 155 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing. A nominated board member assures the board that they have completed three random checks of the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities.
		School Donations and Student Activity Payments (government scheme only)	<ul style="list-style-type: none"> Assure the board that if the school has opted into the government donation scheme, this has been decided in consultation with the school community, and the community has been notified of this decision. If the school has opted in to the scheme, assure the board that the school has not asked for donations, except for overnight camps.
		Gifts	<ul style="list-style-type: none"> Assure the board that all financial gifts can be properly accounted for, and the nature of gifts given is reasonable and proportionate to the reason they are given.
		School Swimming Pool *	<ul style="list-style-type: none"> See School Swimming Pool on your SchoolDocs site for the board assurance relevant to your swimming pool.
		Daily School Bus *	<ul style="list-style-type: none"> See Daily School Bus on your SchoolDocs site for the board assurance relevant to your bus type.
		International Learners Review *	<ul style="list-style-type: none"> Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date (1 December) each year.

JANUARY 2024



2.5 John McGlashan College School Board Budget - See School Board

2.6 KiwiSport Funding

Enhancing Sports Participation through Kiwisport Funding

John McGlashan College is proud to participate in the Kiwisport initiative, a government-funded program aimed at supporting students' involvement in organised sports. In 2023, we received a total of \$11,915.05 (excluding GST) in Kiwisport funding, which was instrumental in subsidising and bolstering the wages of our full-time Sports Coordinator and Director of Sport.

Our college's commitment to fostering sports excellence is evident in our significant investment in these key positions. The Sports Coordinator, whose hours were increased to 40 hours per week over 52 weeks, and the Director of Sports, with 40 hours per week, play pivotal roles in driving our sports program forward.

Our efforts have yielded promising results, with participation in structured sports rising from 85% to 87% overall in 2023. Our initiatives have contributed to Otago boasting the highest sports participation rate among all provinces in New Zealand at 62%, surpassing the national average of 50%.

We continue to provide diverse sporting opportunities, with over 25 different sports engaged by our students in 2023. This broad spectrum of activities is largely overseen by our dedicated Sports Coordinator and Director of Sport, who strive to strike a balance between increasing participation and delivering quality sporting experiences.

Investment in quality coaching has been a cornerstone of our approach, yielding positive outcomes and ensuring that our sports teams access regular, high-quality competition. The dedication and hard work of our Sports Coordinator and Director of Sport are highly valued by our staff, students, parents, and the broader community, as they play integral roles in fostering a vibrant sports culture at John McGlashan College.



2.7 Statement of Compliance with employment policy

The Board operates an employment policy that complies with the principle of being a good employer. The following are extracts from the Personnel and Appointments Policies.

Reporting on the principles of being a Good Employer	
How have you met your obligations to provide good and safe working conditions?	<i>The Board strives to maintain a safe working environment free of discrimination or harassment on the basis of race, colour, ethnic or national origin, gender, religion, marital status, family responsibilities, sexual orientation, disability or age, or any other area that is outlined in the Human Rights Act 1993.</i>
What is in your equal employment opportunities programme? How have you been fulfilling this programme?	<i>The Board recognises the value to the school of attracting people of diverse backgrounds and talents, and ensures that employment and personnel practices are fair and free of any discrimination or bias.</i> <i>The Board recognises the needs of ethnic and minority groups and the employment requirements of parents and persons with disabilities by responding to all reasonable and achievable requests made by employees.</i>
How do you practise impartial selection of suitably qualified persons for appointment?	<i>The Board shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion and conditions of service.</i>
How are you recognising, - The aims and aspirations of Maori, - The employment requirements of Maori, and - Greater involvement of Maori in the Education service?	<i>He Kakano is a professional leadership programme with a focus on developing practices that ensure Māori achieve success as Māori. It is aimed at enhancing achievement (academic, social, emotional and cultural) of Māori students in mainstream schools. (See Māori Student Education)</i> <i>As a school that identifies Māori as priority learners, the College will be expected to:</i> <ul style="list-style-type: none"> • <i>find opportunities to build evidence in order to improve outcomes for Māori</i> • <i>address issues of achievement, retention, engagement and attendance</i> • <i>ensure classrooms can respond to the cultural needs of Māori students</i> • <i>include whanau as partners in teachers' capability</i> • <i>use data and evidence to help make decisions.</i>

How have you enhanced the abilities of individual employees?	<i>Each year the Board makes budget provision to support training and development programmes which enhance the abilities of individual employees with the expectation that funds used in this way will be reflected in enhanced employee performance in aspects of their work.</i>
How are you recognising the employment requirements of women?	<i>In making appointments, the Board selects the person most suited to the position in terms of skills, experience, qualifications and aptitude, and on the basis of performance (past, present and potential), and the willingness and capability to assume responsibility.</i>
How are you recognising the employment requirements of persons with disabilities?	<i>The Board recognises the employment requirements of persons with disabilities by responding to all reasonable and achievable requests made by employees.</i>

Reporting on Equal Employment Opportunities (EEO) Programme/Policy	YES	NO
Do you operate an EEO programme/policy?	✓	
Has this policy or programme been made available to staff?	✓	
Does your EEO programme/policy include training to raise awareness of issues which may impact EEO?	✓	
Has your EEO programme/policy appointed someone to coordinate compliance with its requirements?	✓	
Does your EEO programme/policy provide for regular reporting on compliance with the policy and/or achievements under the policy?	✓	
Does your EEO programme/policy set priorities and objectives?	✓	

Appendix 3 - Targets

3.1 Student Learning Outcome Targets 2023

Senior Student Examination Results

The primary targets in Year 11 is to have this school's results (in percentages, for NCEA level 1) exceed the mean results for:

1. Boys in similar EQI band Boys' schools,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools.

The secondary target in Year 11 are to:

1. Ensure that the % of regular students by Year 11 gaining (level 1) literacy and numeracy exceeds that of equivalent EQI band Boys' schools.

The primary targets in Year 12 is to have this school's results (in percentages, for NCEA level 2) exceed the mean results for:

1. Boys in similar EQI band Boys' schools,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools,

The primary target in Year 13 is to have this school's results (in percentages, for NCEA level 3) exceed the mean results for:

1. Boys in similar EQI band Boys' schools,
2. All students in similar EQI band schools, and
3. Boys in similar EQI band schools,

The secondary target in Year 13 is to:

1. Ensure that the % of boys gaining University Entrance to exceed that of EQI band boys schools nationally.



International Baccalaureate

The primary targets for the IB students are:

1. To meet or exceed world-wide mean point score (average)
2. 80%+ with diploma points in excess of 26
3. 100% pass rate
4. At least one student gaining 40+
5. IBDP Core scores:
 - a. 12% greater or equal to 3
 - b. 57% greater or equal to 2
 - c. 85% greater or equal to 1

Years 9 and 10

The primary target for the Year 9 and 10 students is:

1. To ensure that the Base9, **overall measure of “added value”** remains significantly above the mean “added value” scores for all schools in the survey.

Literacy and Numeracy in Years 7 - 8

Target 1 (Reading):

1. To move 70% or more of Year 7 and 8 students up at least two stages in their See Reader (comprehension) level on the online learning platform Reading Plus.

Target 2 (Writing):

1. To move 70% or more of Year 7 and 8 students up at least two steps in their overall writing achievement using the E-AsTTle writing indicators as a standardised measure.

Target 3 (Mathematics):

1. For 70% or more Year 7 and 8 students to increase their achievement by at least a step within the curriculum level using E-AsTTle as the standardised measure.

3.2 Strategic Goals and Priorities 2023

Strategic Focus Area	1. Mātauranga Curriculum	2. Akoranga Learning	3. Tikanga Values	4. Hapori Community	5. Pūnaha Systems
Strategic Goals	To provide a responsive, coherent, balanced and innovative curriculum to enrich and empower teaching and learning that best suits boys' education.	To provide equitable, inclusive, best-practice approaches to teaching, learning and assessment that support active, compassionate, lifelong learning.	To provide a culturally responsive rich learning environment that contextualises our students' learning, values and sense of belonging.	To provide initiatives that enable students to be active contributors in the local and global community.	To provide robust College-wide pastoral care, reporting, curricula and career development systems that are fit for purpose.
Immediate Priorities	<p>1.1 Plan a progression of deep, conceptual learning skills and competencies</p> <p>1.2 Provide learning pathways that best suit the needs of our students and the community</p> <p>1.3 Continuously review and evaluate curriculum offerings and learning pathways</p> <p>1.4 Embed an oversight committee for assessment, learning and teaching</p>	<p>2.1 Promote discipline specific literacy skills and use of academic language in all learning areas</p> <p>2.2 Provide staff and students opportunities to acquire knowledge of te reo Māori me nga tikanga</p> <p>2.3 At-risk, priority and extended learners are enabled to demonstrate their knowledge and understanding using a variety of media</p> <p>2.4 Ensure all students have equitable access to assessments and to have the opportunity to attain all potential outcomes</p> <p>2.5 Promote student self-efficacy and agency</p>	<p>3.1 Action the principles of the Treaty of Waitangi, and the bicultural foundations of Aotearoa New Zealand</p> <p>3.2 Recognise and promote students as they exhibit expected <i>whanonga pono</i> (learning values) and <i>ako</i> (academic learning) achievements</p> <p>3.3 Engage the voice of the student body to enhance the learning and college culture</p> <p>3.4 Promote contextual and localised learning experiences and programmes</p>	<p>4.1 Recognise the social, ethnic and cultural identities of students and staff; and meet their wellbeing needs</p> <p>4.2 Embed an 'Active McGlashan' culture across the College promoting global thinking, and local activity and service in the wider-community</p> <p>4.3 Build capacity for sustainability practices and initiatives that involve the community</p>	<p>5.1 Support staff development within the annual professional growth cycle</p> <p>5.2 Maintain positive, working relationships with Columba College administration, staff and students</p> <p>5.3 Ensure all communication systems are appropriate for reporting and information sharing purposes</p> <p>5.4 Provide guidance and support that help students plan for the next stage of their educational and/or career-related experiences</p>

Appendix 4 - Variance of Targets

4.1 Achievement of Academic Targets 2023

Senior Student Examination Results for Year 11

The primary target in Year 11 is to have this school's results (in percentages, for NCEA level 1) exceed the mean results for:

- Boys in similar EQI band Boys' schools,
- All students in similar EQI band schools, and
- Boys in similar EQI band schools.

This is to be achieved in each of the following categories for NCEA level 1 Endorsement:
% Merit or Excellence; % Excellence.

	JMC			National EQI band	National EQI band	National EQI band
	2023	2022	2021	Gender: Boys Schools: Boys	Gender: Boys/Girls Schools: ALL	Gender: Boys Schools: ALL
NCEA Lvl 1	96.4	97.4	96.4	71.0 Achieved	64.7 Achieved	60.6 Achieved
M+E Endors.	55.3	62.6	66.3			
E Endors.	15.3	13.3	25			
A Endors.	41.2	<i>Not measured</i>				

The secondary targets in Year 11 are to:

- Ensure that the % of regular students by Year 11 gaining (level 1) literacy and numeracy exceeds that of equivalent EQI band schools.
 - % Level 1 Literacy: 98.8% **Achieved** (EQI band 83.3%)
 - % Level 1 Numeracy: 98.8% **Achieved** (EQI band 90.2%)

Senior Student Examination Results for Year 12

The primary target in Year 12 is to have this school's results (in percentages, for NCEA level 2) exceed the mean results for:

- A. Boys in similar EQI band Boys' schools,
- B. All students in similar EQI band schools, and
- C. Boys in similar EQI band schools,

This is to be achieved in each of the following categories for NCEA level 2 Endorsement: % Merit or Excellence; % Excellence.

	*				National EQI band	National EQI band	National EQI band
		JMC			Gender: Boys Schools: Boys	Gender: Boys/Girls Schools: ALL	Gender: Boys Schools: ALL
	2023	2023	<i>2022</i>	<i>2021</i>			
NCEA Lvl 2		85.9	88.9	85.9	81.1 Achieved	81.9 Achieved	73.0 Achieved
M+E Endors.		43.1	59.7	43			
E Endors.		10.8	20.8	13			
A Endors.		56.9	40.3	57			

** Data excludes Yr 12 IB students, reducing likelihood of meeting targets.*

Senior Student Examination Results for Year 13

The primary target in Year 13 is to have this school's results (in percentages, for NCEA level 3) exceed the mean results for:

- A. Boys in similar EQI band Boys' schools,
- B. All students in similar EQI band schools, and
- C. Boys in similar EQI band schools,

This is to be achieved in each of the following categories for NCEA level 3 Endorsement: % Merit or Excellence; % Excellence.

	* 2023	JMC 2023	2022	2021	National EQI band Gender: Boys Schools: Boys	National EQI band Gender: Boys/Girls Schools: ALL	National EQI band Gender: Boys Schools: ALL
NCEA Lvl 3		83.6	77.6	82.9	75.7 Achieved	81.1 Achieved	65.7 Achieved
M+E Endors.		23.2	28.7	34			
E Endors.		7.2	4.5	15			
A Endors.		68.1	71.2	66			

* Data excludes Yr 13 IB students, reducing likelihood of meeting targets.

The secondary target in Year 13 is to:

1. Ensure that the % of boys gaining University Entrance to exceed that of EQI band boys schools nationally.

- **63.6% (including IB)** **Achieved** (EQI band: 61.4%)



International Baccalaureate

The primary targets for the IB students are:

1. To meet or exceed world-wide mean point score (average) for the Nov 2023 diploma candidates.
 - Mean points score 31.0 **Achieved** (IB average 29.0)

2. For 80%+ to gain automatic entry to University with diploma points in excess of 26.
 - % Gain Automatic Entry 87.5% **Achieved** **(7/8)**

3. For 100% pass rate
 - % Pass rate 87.5% **Not Achieved** **(7/8)**

4. At least one student gaining 40+
 - # of 40+ candidates 0 **Not Achieved** **(0/8)**

5. IBDP Core scores:
 - 12% greater or equal to 3 12.5% **Achieved** **(1/8)**
 - 57% greater or equal to 2 37.5% **Not Achieved** **(3/8)**
 - 85% greater or equal to 1 37.5% **Not Achieved** **(3/8)**

 - Average IBDP Core score 0.875



Years 9, 10 and 11

The primary target for the Year 9, 10 and 11 students is:

1. To ensure that the MIDYIS-based, **overall measure of “added value”** for the Year 11 cohort remains significantly above the mean “added value” scores for all schools in the survey.

• Mean added value: **Data not available**

* Value added for 2022 indicates VA being at the mean level for all schools in this survey.

Literacy and Numeracy in Years 7 and 8

Target 1 (Reading): **Achieved**

• To move 80% or more of Year 7 and 8 students up at least two stages in their See Reader (comprehension) level on the online learning platform Reading Plus.

Target 2 (Writing): **Achieved**

• To move 70% or more of Year 7 and 8 students up at least two steps in their overall writing achievement using e-asTTle writing indicators as a standardised measure.

Target 3 (Mathematics): **Achieved**

• For 80% or more of Year 7 and 8 students to increase their achievement by at least a step within the curriculum level using e-asTTle as the standardised measure.



4.1.1 Summary of student outcomes

Section 4.1 outlines the outcomes achieved, compared to the outcomes planned in terms of academic achievement. These results highlight the need for us to address the potential internal systemic barriers to success in NCEA Level 2 and 3.

Many commentators would say that students nation-wide are finding ways to complete the minimum to gain the final outcomes that they want/need for future study or work. However, addressing things on-site with and for our students is an essential focus for 2024 for the College.

School Board Curriculum sub-committee review of 2023 based on HODs Annual Reports

- The HODs have undertaken an incredibly professional and introspective look at the year of 2023 in their annual review. It is clear that they've put in a lot of work and consideration into 2023.
- It is noted that raising and/or holding high expectations is common among all learning areas. This is highly commended and the challenge of motivating boys to meet and/or exceed those expectations is acknowledged.
- It is also very clear of the work that is being done in a few departments regarding Mātauranga Māori. This is highly commended. It is a further recommendation that departments continue to incorporate Mātauranga Māori in all learning areas as the transition of the refreshed NZC continues.
- We note a common theme for the class of 2023, that students seemed content with doing enough, but not much more than that. There were a large number of SNAs which were a concern, but we do acknowledge that these students had three years of COVID-19 affected learning. It is recommended that HODs consider how similar attitudes towards external assessment in subsequent cohorts will be approached.
- It is commendable, in many reports, that HODs have looked past cohort characteristics and are looking at systemic things that we may or may not be doing in terms of curriculum, teaching, and learning and timetabling.

4.2 Statement of Variance for Strategic Goals 2023

4.2.1 Progress towards 2023 targets

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.	Internal systems were robust for our needs in 2023.

4.2.2 Action points for 2024

Goal	Actions from 2023 for 2024
1. Mātauranga Curriculum	The redefined goal for Mātauranga Curriculum has us focusing on systemic changes in curriculum integration across our two campuses as well as changes in our Literacy and Numeracy systems and practices.
2. Akoranga Learning	The new focus of our ERO review and plan outline further work that we will engage in regarding best-practice teaching and assessment. Develop staff training and solutions for developing student self-efficacy and agency.
3. Tikanga Values	The main focus here is to establish and nurture our relationships with Te Rūnanga o Ōraka Aparima and Te Rūnanga o Ōtākou.
4. Hapori Community	Further engagement in the community, both here in Dunedin, but also in Te Ana-Au, is a major focus for 2024.
5. Pūnaha Systems	A revised assessment and reporting system is needed to ensure that it is fit for purpose and user friendly for our community to understand.



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