



John McGlashan College Annual Implementation Plan 2026

He Mātauranga | Curriculum

Provide a curriculum that best suits our students and community

We want to:

We will do this by:

We will know we have done this when:

Improve outcomes for NCEA L1-3, UE and IB

- Improving the use of data, tracking, and reporting
- Increasing expectations of students realising their academic potential
- Strengthening literacy and numeracy programmes and interventions

- Results reflect our EQI and community and are comparable with similar schools
- Results in the school are the same for all learners
- Data is being used to identify and refer students for support

Strengthen and ensure a sustainable curriculum as we respond to external changes

- Resourcing learning areas to respond to change
- Establishing a clear, coherent, and inclusive curriculum architecture
- Building curriculum literacy and collective ownership

- Students experience a coherent, equitable learning journey
- Teaching and assessment align with curriculum intent
- External changes are absorbed with minimal disruption

Provide clear learning opportunities and pathways for both campuses

- Aligning curriculum, pedagogy, and assessment across both campuses
- Building staff and student understanding of pathways

- Teaching and assessment align with curriculum intent
- Pathways lead to positive and diverse student outcomes

He Akoranga | Learning

Provide equitable, best-practice pedagogical approaches to learning

We want to:

We will do this by:

We will know we have done this when:

Strengthen classroom practices that are consistent, culturally sustaining, and warm and demanding

- Implementing strategies which are informed by the science of learning
- Implementing learning walks to monitor classroom practices
- Fostering a blended approach to the use of IT in the classroom

- Classrooms are consistently calm and productive
- Strengthened practices show up in predictable, shared experiences for students

Build student capacity to learn deeply and independently, and to exercise agency

- Explicitly teaching students how to learn and study
- Creating warm, demanding classroom cultures
- Designing learning that makes thinking visible and manageable

- Students demonstrate deep and independent learning behaviours
- Students and teachers share a common language for learning
- Students show increased motivation, agency and efficacy

Foster a research-invested culture that supports staff to thrive

- Developing optional activities for staff to engage with research
- Creating opportunities for staff to learn about leadership
- Strengthening the Professional Growth Cycle with increased rigour and consistency

- Staff are engaging in professional reading and action research activities
- Staff are opting into activities focused on leadership learning and development
- All staff complete the refreshed Professional Growth Cycle

He Whanonga Pono | Values

Provide a culturally responsive, values-based learning environment

We want to:

We will do this by:

We will know we have done this when:

Embed the reset school values

- Explicitly teaching & modelling the values
- Reinforcing the values through consistent practices and recognition

- Values are visible, lived, and consistent across the school
- Students demonstrate ownership of the values
- Values guide decision making at all levels

Create an environment where student behaviour reflects the school values

- Reinforcing positive behaviours
- Improving data use related to student behaviour patterns and systems response
- Embedding values into behaviour systems

- Students can articulate the link between behaviours and values
- Positive behaviours are visible and recognised

Give effect to the principles of the Treaty of Waitangi and strengthen partnerships with mana whenua and whānau

- Building staff capability and confidence
- Embedding Māori perspectives
- Gathering feedback from mana whenua, whānau, and Māori learners on school practices

- Māori students experience a school that reflects who they are
- Māori voices, knowledge, and ways of being are valued and visible every day

He Hapori | Community

Enable students to be active contributors at school and in the local/global community

We want to:

We will do this by:

We will know we have done this when:

Engage students in sports, arts, and cultural activities through a 'Active McGlashan' culture

- Providing a broad and inclusive range of opportunities
- Monitoring participation and impact
- Supporting student agency and leadership

- Participation is high, broad, and equitable
- Participation supports wellbeing and leadership outcomes

Create opportunities for students to engage in service activities that uplift community

- Providing meaningful, accessible service opportunities
- Supporting student leadership, building community partnerships

- Students participate widely and projects deliver visible community benefits
- Service is celebrated and embedded in school culture

Build on the programmes and experiences at Te Kūwaha Mātauraka

- Expanding and refining experiential learning opportunities
- Building staff capacity and capability and programme sustainability

- Students are engaged, demonstrate leadership and growth
- Outcomes show sustained impact on learning, wellbeing, and character

He Pūnaha | Systems

Provide robust College-wide pastoral care, reporting, personal and career development

We want to:

We will do this by:

We will know we have done this when:

Develop an assessment system for Year 7-10 that is aligned with learning progressions and phases of learning

- Researching schools that have implemented this system
- Shifting the culture to one where assessment is for learning
- Reviewing, refining, and sustaining the system

- Assessments are coherent and consistent
- Students understand and act on their progress
- Processes support continuous improvement

Review, plan and implement curriculum offerings, learning pathways and career guidance

- Making advice and guidance accessible to all students and whānau
- Ensuring all leavers have definite next steps and are on track academically
- Strengthening staff capability

- Students engage in pathways discussions throughout their journey
- Community and whānau are engaged in the process
- Career guidance is integrated and effective

Review and strengthen how wellbeing, learning information, and attendance data is collected, used, and shared

- Reviewing current data and collection processes
- Building staff capability
- Embedding processes to share data meaningfully

- Staff use data to inform teaching, learning, and wellbeing
- School-wide systems are coherent and aligned