

Miss Pamela Stone (1987 - 2003)

Miss P A Stone – 1987 - 2003 In the past 15 years Pakuranga College has changed markedly in every respect. The roll has increased very steadily moving from 1373 on the 1st March 1987, to 1799 on 1st March 2001 with increases taking place in large numbers year by year.

There has been considerable increase in the ethnic and cultural mix of the school. In 1987 approximately 100 students were not born in New Zealand, these coming from only a small number of other nationalities. Currently there are 49 nationalities at our school, with over 1000 students not born in this country. Clearly all of this has made for a very different kind of school. In addition, we have added foreign fee paying students to our number.

The school has broadened its educational focus to cover the widest possible range of learners. While in 1987 we traditionally offered learning for students from 13 to 19 years old along with providing a Day Care Centre and Community Education we have now added to the breadth of educational opportunity by providing learning for Special Education students, with one class of intellectually handicapped children being enrolled in June 1987 with a second class to follow within two years and an Experience Unit opening in 1989 being extended to a two teacher unit in 1996. Special Education has become carefully woven into the school structure, with main streaming for students where possible with the emphasis continuing to be on specific learning programmes within designated units as appropriate.

A Learning centre has been established to give extra assistance to mainstream students needing such help or to assist students with behavioural problems. A strong Pastoral care network has been developed beginning in 1988 with additional responsibilities for Deans for whom office accommodation was provided working within a structure which gave delegated pastoral care and disciplinary responsibility to additional staff beyond the Senior Management Team in order to establish networks which we consider to be an important feature of the management of a large school. Over time the Deans structure has been linked very closely with the three Guidance Counsellors. It is currently linked to the Senior Management structure through the Senior Dean and through the Guidance portfolio of one of the Senior Managers. In 1995 after almost a year of discussion, research and debate the school moved from a horizontal Dean structure to a vertical structure initially with five Houses and in the following year with a sixth House added as there was clearly to be a further increase in the roll. This has proved to be the most successful move this school has made in recent years. The management structure has been developed considerably over this time. In 1987 the school had one Principal, one Deputy Principal and a Senior Master and a Senior Mistress. When the school reached 1400 in 1989 these positions were redesignated to Associate Principal and Deputy Principal. However, it was not until 1995 that it was possible to add further to the Senior Management team, this time with the appointment of two Assistant Principals. Gradually a flatter management structure has evolved, the school currently now having a Principal, an Associate Principal, four Deputy Principals, Senior Dean and Curriculum Co-ordinator all of whom have specific responsibilities with specific portfolios, grants of authorities and considerable autonomy working together collaboratively within policy. In 1992 the Principal took the school through a review process, setting goals in a five year plan and producing with the Senior Management team a blueprint both describing the school and establishing goals for its future. The strategic plan in the year 2000 brought together again many of these elements, confirmed the community's confidence in the direction of the school and involved a wider range of staff again in future planning. The development of the school in these years has been based on a series of position papers furnished by the Principal to the Senior Management Team and carried through as projects either by a group as was the vertical forming initiative or by members of the Senior Management staff given that responsibility. The curriculum has also developed and widened partly in response to Government initiative but particularly in response to the school's desire to offer very widely for all its students. In addition a very well developed Transition Department provides excellent advice for students' future pathways. The physical structure of the school has changed considerably also. Since 1987 the following building has taken place:- Activities room completed 1987 Deans offices 1988 From 1996:- 10 room English Block, Library, old Library converted to Student Centre and Deans Suite, new two room Experience Unit, 9 room Science Block, new Health Centre, second Gymnasium, additions to previous Gymnasium, new Administration Block, addition to the Staff Room, upgrades to Music, Art and Technology Our grounds have also been very much improved, the major step being taken in 1995 when we had to close the school before Easter so that the concrete could be ripped up, paving laid and gardens established. The academic achievements and sporting and cultural achievement and involvement of our students has continued to strengthen over time with many of our students being at the top of the country and two students, one in Geography and one in German, having been first in the country in the

Scholarship examinations. We were both humbled and privileged in 1999 to be runner-up in the Goodman Fielder Secondary School of the Year Award.