



2018 School Charter

The Charter consists of the:

- Vision Statement
- Context
- Statement of our Values and Guiding Principles
- National Administrative Guidelines and the National Educational Guidelines
- Strategic Plan
- Achievement Targets
- Annual Plan Summary

Vision

Pakuranga College will provide an exceptional and innovative learning community that challenges, and supports students to excel and develop the skills, attitudes and values they need to succeed now and in the future.

Context

Pakuranga College is a large co-educational college which serves the Howick/Pakuranga area in East Auckland. Our college provides a very special learning environment. It is focused on developing outstanding citizens who are moral and respectful. We place an emphasis on ownership of learning and being actively involved so that our students are well equipped to succeed now and in the future.

To carry out this vision a unique learning charter and learning habits framework was developed to capture our philosophy of learning. We used 'best evidence' research undertaken in New Zealand, and around the world, together with feedback from our community, staff and students to inform the process.

The learning habits framework outlines our strong understanding of how learning happens and the 21st century competencies students need to be successful now and in the future.

The role of our teachers is to establish high quality learning environments where students discuss and share existing knowledge and can interact with new information, concepts and ideas. This level of engagement is developed through quality relationships with students, families and whānau. Teachers challenge students to think, to evaluate and to reflect on their own progress.

Students are encouraged to be interactive with teachers, technology and their peers to develop understanding, and most importantly, to apply their knowledge to problem-solving. Rather than being "repositories" of knowledge, we expect students to find out, investigate and create solutions using the many resources around them. These are the skills that we believe our students will need for knowledge-based societies of the future.

Pakuranga College is an exceptional school because there is a balance between demanding the highest academic and behavioural standards and expecting students, staff and parents to be accountable for their actions. There is also an emphasis on providing a caring and personal environment in which everyone is treated as an individual and accorded respect and dignity at all times. Pakuranga College is a school of choice because it has successfully developed a balance of academic rigour, within a respectful and vibrant learning community.

Demographics

School Type: Secondary (Yr9 to Yr13)
Decile: 7

School Roll: 2242

International Students: 192

Gender Composition

Girls: 48%

Boys: 52%

Ethnic Composition

NZ European: 33.3%

NZ Māori: 10.1%

Pasifika: 6.8%

Asian: 36.2%

Other: 13.6%

Our Values and Guiding Principles

- 1 We will nurture learners committed to personal excellence in all endeavours**
 - Students will always be encouraged to take responsibility for their own learning.
 - Students will be encouraged to aim for their very best performance in whatever they undertake whether it is in academic, cultural or sporting endeavours.
 - All staff will work collaboratively to develop independent learners who enjoy their learning.
 - Success in all endeavours will be acknowledged and rewarded.
 - The college will foster the personal qualities which prepare students to make a positive contribution to our society.

- 2 We will promote respect**
 - The college will be a supportive, positive and caring place for students, teachers, support staff and parents.
 - Students and staff will value an environment free from harassment of any kind.
 - The physical environment will be safe and pleasant.
 - Students will enjoy their learning in all its forms.
 - All students will have equitable access to learning opportunities and support.

- 3 We will actively encourage innovative, reflective and adventurous educational and school practice**
 - Change based on solid research and data gathering will be encouraged and embraced; if there is a better way we will find it.
 - Self-review will underpin all activities and initiatives.
 - Thoughtful risk taking will be encouraged as people strive for personal excellence.
 - The professional learning and development of teachers will be a major priority.

4 We will develop and maintain positive and effective relationships with all those involved with the education of our students

- Parents will be made aware of the progress and achievement of their children regularly and accurately so that appropriate action can be taken.
- The college will incorporate the Treaty of Waitangi and its principles into all aspects of the college.
- Teachers are our main learning resource and will be consulted and involved in all significant educational change.
- The local community including business, sporting, cultural and other organisations will be included in the development of our policies and priorities.
- Links with contributing schools will be valued and enhanced.
- The college will take a leadership role in educational matters as they relate to our community.
- The college will foster sustainability across the school.

5 We will foster an appreciation of diversity in our school's national and global community

- Students will celebrate and enjoy all forms of diversity in our college, nationally, and internationally. This includes cultural, gender, intellectual and physical difference.
- Staff will promote attitudes based around understanding, tolerance and knowledge of differences between people in the curriculum and the wider school environment.

National Administrative Guidelines

The Board of Trustees has in place a set of policies which provide assurance and direction as to how the Board of Trustees will meet its obligations as outlined in the National Administrative Guidelines (NAGs).

Policies

These policies cover:

- NAG 1 Curriculum
- NAG 2 Planning and Reporting
- NAG 3 Personnel
- NAG 4 Finance and Property
- NAG 5 Health and Safety
- NAG 6 Legislative Requirements

Full policy documents are available on the college website www.pakuranga.school.nz

National Educational Goals

The College Strategic Plan aims to address the priorities outlined in the NEG. As a part of this commitment the College will take all reasonable steps to provide instruction in Tikanga Māori and Te Reo Māori for all its students who ask for it.

Community Consultation

The college consults the community on a regular basis. The approach that is used is to survey the community on individual initiatives to gather feedback. The Māori and Pasifika communities are consulted more frequently through regular parent meetings.

Pakuranga College Strategic Plan

Vision

Pakuranga College will provide an exceptional and innovative learning community that challenges, and supports students to excel and develop the skills, attitudes and values they need to succeed now and in the future.

Strategic Initiatives 2018 - 2022

Pakuranga College will work toward realising its vision and achieving the student achievement goals through pursuing the following key strategic initiatives:

Strategic Initiatives	Strategies
1. To provide high quality innovative teaching and learning across all areas	<ul style="list-style-type: none"> ➤ Having an effective staff development process including the provision of professional learning and development informed by research that is focussed on robust inquiries, effective pedagogies, and an effective and purposeful appraisal system ➤ Building teacher/student learning partnership ➤ Using assessment and engagement data to inform teaching and learning strategies ➤ Fully utilising e-learning opportunities ➤ Building leadership capacity in the college



<p>2. To provide a curriculum that meets the objectives in the New Zealand Curriculum and provides opportunities and pathways for all students.</p>	<ul style="list-style-type: none"> ➤ Continue to develop a curriculum which equips students with the attributes of confident, connected, actively involved, lifelong learners. ➤ Embed the Learning habits into all curriculum planning and delivery ➤ Investigate alternative timetable structures ➤ Continue to develop qualification pathways that meet the needs of all students
<p>3. To provide a safe, inclusive student learning environment</p>	<ul style="list-style-type: none"> ➤ Ensuring a restorative approach across the college; valuing people and encouraging personal responsibility. ➤ Continue to develop the role of the tutor as the significant adult for students. ➤ Ensuring that the school is an inclusive environment for Māori and Pasifika students ➤ Being proactive in identifying students at risk and providing targeted strategies to support engagement and achievement. ➤ Actively promote a culture of respect and care for all people ➤ Ensuring that staff are supported
<p>4. To strengthen the home-school and school-community relationships</p>	<ul style="list-style-type: none"> ➤ Ensuring home-school communication is appropriate, timely and effective ➤ Working in partnership with parent groups, e.g. Pasifika, Māori and Asian families ➤ Actively seeking feedback on the college's performance from the community ➤ Developing the school Alumni ➤ Develop strategic partnerships ➤ Active promotion of the College achievements and initiatives
<p>5. To provide the resourcing and infrastructure needed to effectively deliver an innovative educational experience</p>	<ul style="list-style-type: none"> ➤ Implementing the 10 year development plan ➤ Identifying and developing facilities that support a forward thinking future focused education ➤ Fully developing the International education programme

2018 Annual Plan Summary

Strategic Initiatives	2018 Key Initiatives
<p>1. To provide high quality innovative teaching and learning across all areas</p>	<ul style="list-style-type: none"> a. All staff are engaged in effective Professional learning through robust inquires and receive coaching through the inquiry process b. Develop and deliver a programme of initial training and ongoing supervision to support the CoL in-school teaching and learning coaches c. Maintain a focus on evidence based goal setting linked to identified school priorities (appraisal) and developing robust inquiries d. Build teacher/student learning partnership e. Develop and deliver a leadership development programme for middle leaders f. Develop and deliver a development programme to support staff that are student mentors g. Continue to embed and blend ICT into teaching and learning programmes and extend BYOD into Year 13 h. Support teachers in developing deliberate literacy instruction to support student learning. i. Implement updated appraisal process
<p>2. To provide a curriculum that meets the objectives in the New Zealand Curriculum and provides opportunities and pathways for all students.</p>	<ul style="list-style-type: none"> a. Complete a review of the junior curriculum using a leadership inquiry model b. Implement a new system of junior reporting that includes identified Learning Habits for each junior programme c. Continue to support learning in the classroom that facilitates the development of the learning habits d. Support teachers to develop and share strategies in order to teach, develop and evaluate the Learning Habits e. Ensure all stakeholders scrutinise and utilise student data to inform and improve teaching and learning programmes, from Year 9 through to Year 13



<p>3. To provide a safe, inclusive student learning environment</p>	<ul style="list-style-type: none"> a. Review student well-being with a focus on learning and behavioural issues, and student resilience b. Continue to develop the role of tutors as the significant adult for students through the tutor programme c. The Pakuranga Way - use the PB4L tier 1 and tier 2 programme to enhance school culture and support school-wide processes (restorative culture, rewards processes, safe school culture) d. Provide targeted support for Maori and Pasifika students e. Success Project - continue to develop and embed the academic support and mentoring processes used to support our success students f. Continue the professional development of Deans as the leaders of pastoral care in the school g. Actively promote student leadership opportunities and co-curricular involvement h. Continue to focus on strategies to promote and improve staff wellbeing.
<p>4. To strengthen the home-school and school-community relationships</p>	<ul style="list-style-type: none"> a. Continue to utilise and develop digital media channels, social media, Parent Portal and school website b. Regular meetings with Maori and Pasifika parents, investigate starting Asian parents meetings c. Continue to strengthen community partnerships with Pasifika parents through the Pasifika planning group d. Farm Cove CoL supports closer working relationships between the schools
<p>5. To provide the resourcing and infrastructure needed to effectively deliver an innovative educational experience</p>	<ul style="list-style-type: none"> a. Design and build new block. b. Continue to move forward with other projects in 10YPP c. Continue classroom refurbishment programme d. Ensure the IT infrastructure continues to be high performing in terms of speed, bandwidth and reliability e. Be proactive in ensuring the international Student programme delivers financial benefits for the college

Overarching Student Achievement Goal

Pakuranga College Students will achieve the highest standards of academic achievement, personal endeavour and community contribution

This will be achieved by:

- a. Improving academic results at all levels
- b. Developing all students' learning habits
- c. Improving the academic results for Māori and Pasifika students at all levels so that they are as high or higher than school-wide averages
- d. Providing meaningful student leadership development and opportunities to enhance the culture of the school
- e. Increasing the number of students engaged in co-curricular activities
- f. Ensuring that students develop all round capabilities and qualities in terms of character, service and contribution to the community

2018 Student Achievement Targets

NCEA Level 1 – 90% of **all** Year 11 students gain NCEA Level 1

NCEA Level 2 – 85% of **all** Year 12 Students gain NCEA level 2

NCEA Endorsements across all levels is at least 55% (average of the three levels)

Māori and Pasifika achievement is as high, or higher, as the school-wide averages

Literacy

That Year 9 students who are identified as working at PAT stanine 1-3 for reading comprehension' are accelerated by more than one asTTle reading level by the end of the year (for example, a student working at 2b would be accelerated to at least a 3p).'

Co-curricular participation rate exceeds 75%