

Strategic Plan 2024-2025



Vision

To empower young people to be the best they can be equipped and inspired to courageously shape tomorrow's world.

Mission

Pakuranga College will nurture a sense of identity and belonging in an innovative, inclusive learning community. We will challenge and support ākonga 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.

Values

INCLUSIVITY: Kotahitanga

We are a community that celebrates diversity and individuality, where being yourself is encouraged and respected. We are dedicated to fostering an environment in which all members of our learning community can feel a sense of belonging. Our differences are our strength.

INTEGRITY: Ngākau Pono

We hold true to our beliefs and have the courage to do the right thing, at the right time. We expect transparency at all levels. Being honest and building trust is at the heart of what we do.

CARE: Manaakitanga

We build positive relationships that reflect our empathy, respect and care for ourselves, others, and the environment. We are always mindful of the wellbeing of each individual. Our learning community celebrates the joy of learning and personal discovery.

INNOVATION: Auahatanga

We are creative and have the courage to solve problems in new ways. We believe that curiosity when combined with critical thinking inspires innovation. Our future focused community actively seeks new learning to meet tomorrow's challenges.

PARTNERSHIP: Rangapū

We work better when we work together. We share the responsibility with whanau to grow well-rounded, happy, and resilient young citizens. Open and honest communication is the core of our relationships.

EXCELLENCE: Hiranga

We believe there are lots of ways to excel. We inspire passion and pride in all members of our learning community, by providing a wide range of opportunities for them to be the best they can be. Success is the result of purposefully learning from failures and challenges.

Consultation used to focus the Strategic and Annual plans

Regular Hui/Fonos with our Māori and Pasifika whānau/anga and students

Community/parent evenings in 2023 and newsletter feedback

Feedback from Board members & feedback from staff

Feedback from iwi (meeting at Umupuia Marae 4 October 2023)

The “voices” feedback, Parents, students, teachers as part of the Relationship First initiative

Faculty reviews & Senior Leadership Team reviews

The boards strategic plan is targeted to meet the primary objectives as defined in the Education Act 2020 and the statement of National Educational and Learning Priorities

Section 127 of the Act provides that a **board's primary objectives** are to ensure that:

- every student at the school is able to attain their highest possible standard in education achievement.
- the school:
 - is a physically and emotionally safe place for all students and staff
 - gives effect to relevant student rights
 - takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school
- the school is inclusive of and caters for students with differing needs
- the school gives effect to Te Tiriti o Waitangi including by:
 - working to ensure its 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.

The Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES)

The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) are issued under the Education and Training Act 2020.

The NELP must be consistent with the objectives for education. These are: helping children and young people to attain their educational potential; preparing young

people for participation in civic and community life and for work, and promoting resilience, determination, confidence, creative and critical thinking, good social skills and the ability to form good relationships; and helping children and young people to appreciate diversity, inclusion and Te Tiriti o Waitangi.

The TES must set out the Government's long-term strategic direction for tertiary education, including economic, social, and environmental goals, and the development aspirations of Māori and other population groups.

One of the purposes of the Act is to establish and regulate an education system that honours Te Tiriti o Waitangi and

supports Māori-Crown relationships. Section 9 sets out the main provisions of the Act in relation to the Crown's responsibility to give effect to Te Tiriti o Waitangi. These provisions include obligations in relation to Te Tiriti o Waitangi for school boards, tertiary education institutions and education agencies.



Overarching Strategic Goal

We are Setting Our Compass to the North-East (High quality relationships for learning ... high quality teaching)

Pakuranga Pedagogy			
Strategic Goal	Expected outcome	Actions	Measurement
All teachers are using proven, high impact pedagogies to improve outcomes for every student.	<p>Implementation of the Teaching to the North-East Teacher Profile in order to achieve equitable outcomes for Māori.</p> <p>All Teaching and Learning Coaches, HoF and SLT are able to use the observation monitoring tool to gather reliable data to monitor teachers progress towards full implementation of the Profile.</p> <p>All teachers have clear mini inquiry goals related to their progress towards full implementation of the Profile.</p>	<p>A team of Teaching and Learning coaches are appointed to lead the work and support teachers to implement the Teacher profile.</p> <p>PLD on high impact pedagogies to achieve equitable outcomes for Māori and marginalised students and improve outcomes for every student</p> <p>Training of Teaching and Learning Coaches, Heads of Faculties and SLT to use the observation monitoring tool.</p> <p>All teachers have fortnightly coaching sessions to support the implementation of the Teacher profile.</p> <p>Data from the observation tool is used to inform coaching.</p>	<p>HoFs and SLT to be able to accurately use the tool.</p> <p>Learning journey's will provide evidence of ongoing support from Faculty Mentor.</p> <p>Mid-year review/feedback on coaching from coachees.</p> <p>Guiding coalition to provide evidence of reducing equity gaps in terms of AREA data for Māori and marginalised students.</p>
The school uses the 'voices' initiative create a more inviting and supportive environment for Māori.	Māori students and whānau report fewer obstacles and are able to see their identity in the college.	Use the data gathered in late 2023 to set goals for 2024 and 2025	Repeat the 'voices' initiative data gathering

Pakuranga Curriculum			
Strategic Goal	Expected outcome	Actions	Measurement
All teachers will use data to implement effective literacy strategies to improve access to the curriculum for all.	<p>Literacy levels will increase with all students able to gain the NCEA Literacy co-requisite.</p> <p>Literacy based Core class meetings are embedded into the school structure.</p> <p>All teachers improve understanding of data, analysis and incorporation of appropriate Literacy strategies</p> <p>Unit planning is context based Literacy rich strategies, and subject vocabulary.</p> <p>School wide core literacy practices such as writing frameworks are incorporated within lessons..</p>	<p>Literacy Data gathered at regular points and tracked.</p> <p>Staff are upskilled in analysis of Literacy data analysis.</p> <p>Meetings are scheduled in yearly calendar.</p> <p>Core class meeting focus analysis of Literacy data and collaborative co-construction of Literacy strategies</p> <p>A cross curriculum literacy committee is established to lead the literacy initiatives.</p> <p>Targeted Literacy classes.</p> <p>Literacy team to facilitate faculty based literacy interventions</p> <p>PLD provided on literacy strategies</p>	<p>All students achieve the NCEA literacy co-requisites by the end of year 11</p> <p>Lesson observation record deliberate teaching of literacy strategies.</p> <p>Teachers are able to interpret Literacy data, analysis and identify appropriate strategies.</p>
All teachers will continue to build on preparations for NZ Refresh and NCEA changes.	<p>The new Local curriculum planning model is used in all new Yr 11 courses</p> <p>Planning tool is used to update Junior courses</p>	<p>Build understanding, create and reflect on Rubrics for Learning across all Year 11 units of work</p> <p>Faculties use 'on-going' reflection of Year 11 programme and Year 11 Successful Learner Profile</p> <p>PLD on AFL and Learning toolkit (Learning Habits) using a Learning progression model</p>	<p>Year 11 & Junior courses Faculty Learning Poutama & Units of work will reflect Pakuranga College Curriculum Guiding Principles and the Te Mātaiaho subject curriculums.</p> <p>Teachers using Rubrics for Learning and Learning Toolkit as high impact pedagogies</p>
All teachers develop a deeper understanding of Mana Ōrite mō te mātauranga Māori incorporating a Māori worldview within	Using the Local curriculum planning tool to create Units of work which reflect our students/community and needs.	<p>PLD on Planning Tool</p> <p>All staff visit to Umupuia Marae to hear and understand who Ngā Tai ki Tāmaki are, their history and education strategy.</p>	Faculty Learning Poutama, Units of work and tasks will reflect students' world view.

teaching and learning programmes.	Maori Students and their Whānau have an improved educational experience.	<p>PLD on understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes.</p> <p>Using the 'voices' data and the Giving effect to Te Tiriti plan to implement school wide change</p> <p>Inclusion of Māori Performing Arts in the curriculum and recognising the learning gained in cultural performances.</p>	The Data gathered in the second stage of the 'voices' initiative.
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Pakuranga Way			
Strategic Goal	Expected outcome	Actions	Measurement
All students will participate in programmes that enculturate students into the Pakuranga Way (positive relationships) and develop their sense of belonging, identity and community, building leadership skills, self efficacy, and agency.	<p>All students will be engaged in programmes that support their social and emotional development, and develop their sense of identity and belonging.</p> <p>Students' leadership skills will be developed, and a wider group of students will be involved in active leadership roles.</p>	<p>Structured programme is delivered in Whānau classes</p> <p>Year 9 Peer Support programme is delivered</p> <p>2025 programme is planned by Pakuranga Way team</p> <p>Student leadership programme is implemented in 2024</p> <p>Increased leadership participation, opportunities, and structure for leadership development within councils</p> <p>Distribute leadership within Pakuranga Way team to increase ownership of programme within staff</p>	<p>Reduction in pastoral issues</p> <p>Improved attendance</p> <p>Increased leadership participation and development</p>
All staff to further develop the pedagogies of relationships.	<p>All SLT, HoFs, Guidance, Whānau Leaders and Assistant Whānau Leaders are fully trained in restorative practices.</p> <p>All staff are able to establish high quality relationships for learning.</p>	<p>PLD for those staff that have not done the training</p> <p>On-going professional learning on the implementation of the Teaching to the North East profile through PLG includes integration of behavioural psychology and restorative practices and Mātauranga Māori.</p> <p>“Voices” data at the end of 2024 will be able to identify shifts about relationships from the perception of whānau, students, teachers and leaders.</p>	<p>Number of staff fully trained in restorative practices</p> <p>Reduction in pastoral issues</p> <p>Improved attendance rates</p> <p>Voices Data shows improvement</p>
To provide an extensive and diverse	All students are involved in the wider life of the school	Resourcing for an extensive sports programme	Number of students involved in co-curricular opportunities grows

range of co-curricular activities.		<p>Whānau programme to promote & encourage involvement in school-wide activities</p> <p>Resourcing for Māori and PI development (culture, leadership, engagement and achievement) - includes re-establishing Pasifika tutor, engagement in staff PLG, and and Farm Cove Intermediate engagement plan</p> <p>Student councils are supported to grow - includes a leadership development aspect and improved clarity of purpose</p>	<p>Participation of Māori and Pasifika students in school activities grows and visibility increases.</p> <p>Participation and leadership roles in councils grow, including junior leadership</p>
To have targeted initiatives to support all students to build resilience and gain success.	<p>Both the Māori and PI development teams are active, engaging students and whānau</p> <p>Identified students and groups of students are given additional support</p> <p>Screening tools are utilised for early identification of students needed support</p>	<p>Development teams appointed and annual goals & targets identified.</p> <p>Specific support for Māori and PI community liaison and mentoring is provided.</p> <p>Structured academic mentoring is implemented</p> <p>Data from screening tools is used to implement specific support programmes</p> <p>Data tracking (NCEA and engagement) is used for the early identification of students need additional support</p>	<p>Improvements in</p> <ul style="list-style-type: none"> • Engagement Data • NCEA data • Pastoral data <p>for Māori and Pasifika students and for students identified in support programmes, including academic mentoring</p> <p>Improved leavers data, both percentages and in positive outcomes in the in depth analysis</p>

		<p>Partnership with Young Life is maintained to provide youth workers to support students and to run targeted programmes</p> <p>External providers are secured to run programmes as needed, including parent events</p>	
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