2024 Implementation Plan

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.

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.

Overarching Strategic Goal

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

Strategic Goal 1
Strategic Goal 1 **Pakuranga Pedagogy** All teachers are using proven, high impact pedagogies to improve outcomes for every student. Implementation of the Teaching to the North-East Teacher profile in order to achieve equitable outcomes for Māori.
Annual Goal/ expected outcomes. 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. All teachers have clear inquiry goals related to their progress towards full implementation of the Profile. All teachers engage in fortnightly coaching sessions informed by data from the observation tool. All teachers make progress towards the teacher profile.

Actions	Who	Resources required	Time frame	How we will measure success
All staff will be engaged in weekly Friday morning professional learning groups. All staff will engage in fortnightly coaching session informed by data from the observation tool All staff will get two full observation tool evidence gathering observations annually. All staff will get regular observations from their coach and HoF.	ALL	Resourcing for T & L coaches. Friday morning PLD time. Time for HOF's	Ongoing	Learning journey documents show evidence of observations. AREA data gathered by the guiding coalition and the Voices data will show evidence of improved school wide data for Māori and marginalised students.
All staff are engaged with PLD on high impact pedagogies to achieve equitable outcomes for Māori and marginalised students and improve outcomes for every student	DP Pedagogy	Fri Morning PLD time		Learning journeys will provide evidence of ongoing support from Faculty Mentor. Mid-year review/feedback on coaching from coachees.

Actions	Who	Resources required	Time frame	How we will measure success
Training of HOFs and SLT to use the observation monitoring tool. ● All HOFs and SLT buddied up with their coach to pair observe and moderate observations. ● Rosina Wikaire has 10 hours of PLD to support upskilling of HOFs, SLT and Coaches	HOFs SLT Coaches	Relationships first	Term One	Aligned moderation to show that HOFs and SLT are trained and confident in using the observation tool to support individual goals.
All staff will get two full observation monitoring tool evidence gathering observations annually ● Priority is for all new staff and staff not observed in 2023 to have full observation and follow up meeting with coach and all staff have initial inquiry goal established, based on the data. ● All staff to have second full observation term three All staff will get observation from their HOF	Coaches	Coaches time	Term One	Record of all observation kept Mid year review/feedback on coaching from coachees. Learning Journey will provide evidence of full observations. Learning journey documents show evidence of HoF observations.
All teachers to have clear min inquiry goals related to their progress towards full implementation of the Profile. All teachers engaging in fortnightly coaching on inquiry and practice with a teaching and learning coach.	Coaches		All year	Centralised record of gaps to check and also to assist with planning of focussed new learning groups. Coaching, inquiry and the observation monitoring tool will provide evidence of individual learning and progress. Learning journey documentation Coach feedback.
AREA data to be gathered by the guiding coalition and along with the Voices data, specific goals for the year will be set Initial unpacking of voices data on TOD 30 Jan. facilitated by Larraine Tafa	SLT	PLD hours - existing contract	Term 1	AREA data gathered by the guiding coalition and the Voices data will show evidence of improved school wide data for Māori and marginalised students.

Strategic Goal 2
Pakuranga Curriculum
All teachers will use data to implement effective literacy strategies to improve access to the curriculum for all.

Annual Goal/expected outcomes.
All teachers will be able to analyse data and incorporate effective literacy strategies within subject context for core classes.
All teachers will engage in Literacy PD both school wide and Faculty based.
School wide core literacy practices such as writing frameworks & vocabulary strategies are incorporated within unit planning and lessons.

Actions	Who	Resources required	Time frame	How we will measure success
All staff be engaged in Literacy PD including analysis and collaborative co-construction of strategies through Faculty and/or core class All staff will be observed regularly by their coach and HOF (coordinate with PLG observations) All staff will be engaged in weekly friday morning professional learning groups (coordinate with PLG observations)	ALL Lit. Lead, and Lit. Reps	EasTTle testing all Year 9/10 Literacy co-construction meetings Observations Specific, targeted Literacy strategies will be taught within subjects.	Term 1 Week 7 & 8 Term 2 Week 5 & 8 Term 3 Week 5 & 7 Observations Term 1-4 Friday PLG Term 1-4	Students are exposed to targeted Literacy strategies across their core classes. Teachers' use e-asTTLe data formatively to support their teaching and learning programmes. Students gain greater efficacy in literacy skills and strategies, Students' Literacy skills are increased 1 - 2 sub levels in e-asTTle reading.
All staff will display Literacy posters in classrooms. All staff be able to access and utilise Literacy strategy Toolbox. All staff involved in Unit Writing PD (as part of NZ curriculum changes) incorporating context based Literacy strategies into units of work ● Specific focus on vocabulary strategies and lists	ALL Lit. Lead, and Lit. Reps HOFs & coaches	Subject specific posters are printed, displayed in classrooms. Literacy strategies toolbox is developed	Terms 1 - 4 Faculty based PD	Literacy posters are displayed in all classrooms. Teachers' planning includes specific links to literacy strategies, key vocabulary, and specific teaching of instructional verbs. HOF and coaches observations monitor and reflect Literacy strategies used in classroom

Actions	Who	Resources required	Time frame	How we will measure success
All staff become familiar with the writing framework. Faculties unpack the writing framework within subject context. Unit plans reflect the writing framework at both junior and senior levels. ● Graphic organisers introduced as tool to support the preparation of material for writing framework. ● Sentence construction toolbox to support writing framework	Lit. Lead and Lit. Reps	The TEXAS paragraph framework posters designed are finalised printed for display in classrooms (context based) Teaching resources and exemplars using the TEXAS writing framework are created. Graphic organisers and sentence construction resource creation in Faculties Literacy co-construction meetings are held during PLG sessions.	Terms 1 - 4 Faculty based PD	Writing skills across subjects are increased. The TEXAS writing framework is used consistently across all faculties. Students utilise the TEXAS framework when writing across the curriculum.

Strategic Goal 3
Pakuranga Curriculum
All teachers will continue to build on preparations for NZ Refresh and NCEA changes

Annual Goal/ expected outcomes.
Embed Local Curriculum Model across Year 11 and roll out to Junior Programme (2024-2025)
Embed Local Learning Toolkit across Year 11 and Junior Programme

Actions	Who	Resources required	Time frame	How we will measure success
Faculties create learning rubrics for Year 11 programme. ● Identify key learning across year as indicated in Poutama. ● PLD on how to write Rubrics that are strengths based reflecting SOLO taxonomy & AFL principles (What am I learning? - content, skills, How am I learning? (LT) & What are my next steps?) ● Build staff understanding of using rubrics as teaching tools.	L.C team and HOF - Faculty PD	AFL - Spendlove text Guide to writing Rubrics incl. SOLO explanation. Exec meeting time - PD direction for HOFs to use within Faculties.	Term 1 & 2 Ongoing throughout year	Units of work will each identify key elements of learning with Rubrics written. Teachers share Learning Rubrics with students as part of learning programme. Students able to articulate answers to: ● What am I learning? (Skills & ● How am I learning this? (LT) ● How will I know I have been successful? (Learning Rubrics) ● What are my next steps? LR Reflection)

Actions	Who	Resources required	Time frame	How we will measure success
All staff to have a clear understanding of the revised Learning Habits now Learning Toolkit PLD on how to explicitly teach Learning Habits. ● Share how toolkit created out of LH journey. ● Time to read & understand LH learning rubrics. ● Use the LT in Lesson Intentions & Learning Rubrics ● How to use LT Rubrics with Subject Learning Rubrics to answer the questions: How am I learning? & What am I learning? - content, skills, capabilities & What are my next steps? ● PLD to understand the connection between the discursive practices, TNE and LT (PLG programme) ● Implicit and explicit methods of teaching learning habits. All staff will be observed regularly by their coach and HOF (coordinate with PLG observations)	DP Cur & LC team with HOF then all staff T&L Coaches lead team.	Refreshed LH shared with HOF to share in Faculties (TODay) Ongoing Exec. resourcing & discussions based on lesson observations. Guide Exemplars Student Reflection model Posters & Magnets distribution Guide about How to recognise LT used -PD as part of PLG programme	T4 2023/T1 2024 Term 1&2, 3&4 Term 1 Week 6	Teachers are able to articulate the Pakuranga Curriculum LT Lesson observations show the teaching of the LT through LI, Success Criteria & Learning Rubrics Students are able to articulate the Pakuranga College LT Staff Learning Journeys will have observation notes with LT explicitly notes and potential collection of student voice.
Revise, refine and adjust Year 11 Poutama to ● Reflect on Learning Programme success with students (Local Curriculum) ● Reflect National Curriculum changes	DP Cur & LC team with HOFs - HOFs and Faculties	Exemplars - Maths/Science/ English Time with HOFs Is this part of Faculty review?	Ongoing throughout year. Try to coordinate with Faculty reflection	Faculty review will have Reflections written at various times of year using the What?, So what?, Now what? model to review the Year 11 Programme.

Strategic Goal 4

Pakuranga Curriculum

All teachers develop a deeper understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes

Annual Goal/ expected outcomes.

Grow and deepen understanding of Mana ōrite mō te mātauranga Māori & Māori worldview.

Units of work & lessons reflect our students/community and needs.

Actions	Who	Resources required	Time frame	How we will measure success
All staff visit to Umupuia Marae to hear and understand who Ngā Tai ki Tāmaki are, their history and education strategy.	DP's Cur and Ped.	Visit - TOD Ngā Tai ki Tāmaki as facilitators	Term ? depends on availability	Units of work reflect Māori world view and local knowledge shared by Ngā Tai ki Tāmaki Learning journey documents show evidence of local history and better understanding of **Te Tiriti.**
All staff are engaged with PLD to develop understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programme All staff are engaged with PLD on Demonstrating commitment to **Te Tiriti** o Waitangi partnership in Aotearoa NZ	ALL DP Cur and Ped. HOFs	PLG - (stories to help us see another lens of the same content. Our own cultural locatedness) Faculty PD in Faculty meeting time	Term 2 Week 3 (Ti Tiriti o Waitangi) 4 (MM) & 9 (Matariki)	Faculty meetings/Faculty Review goals show evidence of PD on mātauranga Māori incorporating a Māori worldview Learning journey documents show evidence of local history and better understanding of **Te Tiriti.**

Strategic Goal 5

Pakuranga Way

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.

Annual Goal/ expected outcomes

All students will be engaged in programmes that support their social and emotional development, and develop their sense of identity and belonging.

Students leadership skills will be developed, and a wider group of students will be involved in active leadership roles.

Actions	Who	Resources required	Time frame	How we will measure success
Structured programme is delivered in Whānau Groups	PD Pak Way and HoD Guidance	Pakuranga Way team Ongoing termly training (students)	Throughout 2024	Programme has been delivered in all whānau groups weekly for 2024, run by student leaders. Year 9 (Friday morning) Peer Support programme is delivered in Term one Termly trainings were attended by Peer Support Leaders Reduction in pastoral issues Improved attendance
2025 programme is planned by Pakuranga Way team Distribute leadership within Pakuranga Way team to increase ownership of programme within staff	Pak Way Leads	Planning Time Pakuranga Way Team - leadership staff	End of 2024	Programme is ready for 2025. Leadership Team are able to lead the delivery of the 2025 programme

Actions	Who	Resources required	Time frame	How we will measure success
Student leadership programme will be implemented in 2024.	DP Pak Way	Pakuranga Way Leadership TIC Resourcing and materials required to be determined in Term 1 (to develop programme)	Term 1 Terms 2 - 4	Programme is developed in Term 1 Student leaders participate in programme Terms 2 - 4
Planning for ongoing/sustainable leadership training is prepared for 2025			Term 4	Programme for 2025 is ready for delivery - leadership staff

Strategic Goal 6

Pakuranga Way

All staff to further develop the pedagogies of relationships

Annual Goal/ expected outcomes
All SLT, HoFs, Guidance, Whānau Leaders and Assistant Whānau Leaders are fully trained in restorative practices. All staff able to establish high quality relationships for learning.

Actions	Who	Resources required	Time frame	How we will measure success
PLD for those staff that have not done the training	DP Pak Way and HoD guidance and staff identified	Margaret Thorsborne workshops (or similar)	Term 1	The number of staff fully trained in restorative practices has increased (incl. those identified in 2023)
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.	DP's Pak way and Ped.	PLG time Behavioural Psychologist (Samantha van der Werff)	Term 1 End of 2024	Staff have participated in PLG in understanding behaviour and restorative practices Reduction in pastoral issues Improved attendance rates Voices Data shows improvement

Strategic Goal 7
Pakuranga Way
To provide an extensive and diverse range of co-curricular activities

Annual Goal/ expected outcomes.
All students are involved in the wider life of the school.

Actions	Who	Resources required	Time frame	How we will measure success
Resourcing for an extensive sports programme continues to be embedded	DP Sport and Sports Director	Sport staff & funding	End of 2024	Number of students involved in sports programme grows
Whānau programme to promote & encourage involvement in school-wide activities	DP Pak Way	Pakuranga Way Team	Term 2 - Term 3	Number of students involved in co-curricular opportunities grows (particularly after Term 2 programme "connection & involvement and Term 3 programme "wellbeing")
Resourcing for Māori and PI development focuses on increased opportunities for expression of culture, leadership development, and student engagement and achievement through mentoring and belonging. Includes Pasifika tutor and input in staff PLG. Connections with Farm Cove Intermediate are strengthened through engagement plan	DP PI. Dev.	Resourcing for team leads and Kapahaka. Māori & Pasifika Development Teams Pasifika & Māori Development Team & Kapahaka Lead	Terms 1 - 4 End of 2024	Participation of Māori and Pasifika students and whānau in school activities grows and visibility increases, including leadership roles and in Pasifika tutor. Staff participate in PLG - incorporating Pasifika perspectives. Māori and Pasifika achievement increases Students joining from Farm Cove Intermediate have already connected with our students & groups before arriving Jan 2025
Student councils are supported to grow - includes leadership development and improved clarity of purpose	DP's Operations and Pak Way	TICs and student leaders of councils Work developed in 2023	Term 1	The work developed in 2023 is embedded and monitored. Participation and leadership roles in councils grow, including junior leadership

Strategic Goal 8

Pakuranga Way

To have targeted initiatives to support all students to build resilience and gain success

Annual Goal/ expected outcomes.

Both the Māori and PI development teams are active, engaging students and whānau

Identified students and groups of students are given additional support.

Screening tools are utilised for early identification of students needed support.

Actions	Who	Resources required	Time frame	How we will measure success
Māori and Pasifika development teams are appointed and annual goals and targets identified	DP's Māori Dev, PI dev.	Remuneration for lead's	Term 1	Goals identified should result in improvements in ● Engagement Data ● NCEA data ● Pastoral data for Māori and Pasifika students.
Specific support for Māori and PI community liaison and mentoring is provided.	DP's Māori Dev, PI dev.	Weekly huis with mentors Monitoring system (KAMAR) Programme is developed.	Term 1 - 4 Term 1	Students engaged in Māori and Pasifika mentoring show improved results in: ● Engagement Data ● NCEA data ● Pastoral data

Actions	Who	Resources required	Time frame	How we will measure success
Structured academic mentoring is implemented: a consistent and sustainable programme is planned, delivered, and monitored. Data tracking (NCEA and engagement) is used for the early identification of students need additional support. Data from screening tools is used to implement specific support programmes. Partnership with Young Life is maintained to provide youth workers to support students and to run targeted programmes.	DP Pak Way and Head Student Services. HoD Guidance Principal and HoD Guidance	Whānau Leaders Success Student data NCEA results & engagement data Screening data Funding for partnership	Term 1 - 3 Term 1 - 4	Academic mentoring programme was planned and delivered in all Whanau Students who are identified for mentoring show improved results in engagement and NCEA data Screening is completed and students are identified for support programmes (Term 1) Students participate in support programmes (Terms 1 - 4) Reduced pastoral data and improved results in engagement data
External providers are secured to run programmes as needed, including parent events, to align with priorities in the Pakuranga Way portfolio	DP Pak Way	External providers Cost to be navigated	Terms 2 - 3	Parent evenings hosted on topics aligning with school priorities - participation measured. Students are identified and engaged in externally provided programmes (eg. BlueLight), and show improved results in engagement data and reduced pastoral data.

2024 Student Achievement Targets

- Year 11 – 85% of **all** Year 11 students gain the Pakuranga College Diploma/Certificate
- 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 two levels)
- Māori and Pasifika achievement is as high, or higher, as the school-wide averages.
- Co-curricular participation rate exceeds 75%

PAKURANGA COLLEGE