

# 2026 Annual Implementation Plan



## Vision

To empower young people to be the best they can be.

## Mission

Pakūranga 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 strengths.

### **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 well-being 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 Goals

### Strategic Goal 1

**Raising Achievement** - Ākonga are empowered to achieve equitable outcomes, excellence and success.

### Annual Goal/Expected Outcomes

AfL ... To embed a culture of continuous improvement and student engagement through the effective use of AfL strategies, ensuring all students achieve their full potential.

CRP ... To establish strong cultural relationships by embedding whakawhanaungatanga and integrating culturally inclusive practices in classrooms and strengthening whānau engagement.

Literacy & Numeracy ... Teachers use data to effectively target specific literacy and/or numeracy needs within programmes to raise student achievement.

Action	Who	Resources required	Time frame	How we will measure success
<b>Assessment for Learning (AFL)</b>				
<p><b>Term 1, Defining &amp; Measuring</b></p> <p>Create a student-friendly Pakūranga College <b>definition</b> of Assessment for Learning</p> <p>Create <b>rubrics for teachers</b> to measure <b>proficiency</b> in supporting AFL. Self-assessment, Peer-assessment, 360-assessment</p> <p>Identify <b>focus classes/teachers</b> that can be used to track progress over time (focus on year 10's to monitor growth over time). Gather baseline data</p> <p>Gather data on teacher practice, student experience and student agency (AFL lens)</p>	AFL team	<p>Planning/ collaborative team time</p> <p>Literature on AFL</p> <p>Review of Inquiry goals from 2025</p>	<p>By T1 W5</p> <p>By T1 W8</p> <p>By T1 W8</p> <p>By T1 W 10</p>	<p>Teachers can clearly articulate AFL to students; Students can explain AFL in their own words</p> <p>Rubrics created and trialled by AFL team; check clarity and usability.</p> <p>At least 3 focus classes identified; baseline AFL data collected.</p> <p>Data collected from focus classes; summarise baseline insights.</p>

<p><b>Term 2, Resourcing</b></p> <p>Deliver three professional learning workshops designed to support teachers' inquiry into building AfL capacity.</p> <p>Create success rubrics for what AFL looks like for junior students (by the end of year 10) across 6 faculty areas (English, Social Sciences, Technology and 3 more).</p> <p>Create resource/s to support lesson observation, enabling peers to give feedback on AFL practice proficiency.</p> <p>Support teachers in their inquiry processes within Faculties</p>	<p>AFL Team Inquiry Teachers</p>	<p>Time during professional learning</p> <p>Planning/ collaborative team time</p>	<p>By T2 W6</p> <p>By T2 W2</p> <p>By T2 W6</p> <p>Ongoing</p>	<p>Teachers provide feedback on how they will use strategies formulated through workshop attendance in their own practice.</p> <p>Rubrics drafted and ready for trial in Term 3</p> <p>Resources used successfully in trial; teachers find them useful</p> <p>AFL evidence documented in teachers' inquiry practice.</p>
<p><b>Term 3, Implementation &amp; Feedback</b></p> <p>Deliver three further professional learning workshops designed to build on the Term 2 workshops and further build capacity support teachers' inquiry into building AfL capacity.</p> <p>Faculty-specific rubrics (English, SocSci, Tech +3) are trialled with Year 10 focus classes.</p> <p>Teachers use observation resources to give feedback on AFL proficiency</p>	<p>AFL Team Inquiry Teachers</p>	<p>Time during professional learning</p> <p>Planning/ collaborative team time</p>	<p>By T3 W6</p> <p>By T3 W10</p> <p>By T3 W10</p>	<p>Teachers demonstrate growth via pre/post surveys</p> <p>Rubrics applied in practice; feedback collected</p> <p>Peer feedback completed, improvements in AFL practice evident. AFL evidence documented and impact of progress is evident in inquiry 2</p>
<p><b>Term 4, Review &amp; Reporting</b></p> <p>Re-gather data on teacher practice and student experience to compare against the Term 1 baseline</p>	<p>AFL Team</p>	<p>Planning/ collaborative team time</p>	<p>By T4 W4</p>	<p>Comparison data shows improvement in student agency through increased AFL use</p>

<p>Collate best-practice AfL evidence from the 6 faculty areas to share with the whole staff for 2027</p> <p>Create a resource that parents can use to support students in developing their agency through AFL</p>			<p>By T4 W6</p> <p>By T4 W8</p>	<p>Staff access AFL exemplars, positive feedback on usefulness</p> <p>Resource distributed; parent/student feedback indicates usefulness</p>
Action	Who	Resources required	Time frame	How we will measure success
<b>Culturally Responsive Pedagogies</b>				
<p>Further unpack culturally responsive pedagogies that raise student achievement and make learning relevant to students' lives. E.g. "how is this relevant to my life" - work on a deliberate plan to include a "why" in our planning - or even the "when will it be important", covering both content AND skills. Develop a PLG session for CLs in faculties once a term from term 2, which may include invited expertise from outside the school.</p>	<p>CLs in association with Faculties</p>	<p>Time in faculty PL and/or TOD time for school-wide impact.</p>	<p>Term 1 - 4</p>	<p>Faculties have developed context-specific resources which link learning to context. Student feedback indicates the relevance of learning to their lives. Faculty PL delivered over terms 2-4</p>
<p>Develop resources which lead to strategies being implemented in teaching and learning by both ākongā and kaiako. Eg: Co-construction + powersharing strategies</p>	<p>CRP team with CLs</p>	<p>Harvesting resources from previous work in AFL, TTTNE, workshops, and other schools.</p>	<p>Term 1-2</p>	<p>Expanded resource bank available for kaiako to adapt for their own context</p>
<p>An observation template co-constructed in order to gather data about the effective use of CRPs. CRP observations negotiated with other CLs across the kura to enable the gathering of data related to the use of CRPs in practice.</p>	<p>CRP team with CLs and HOFs</p>	<p>Observation template for CRP</p>	<p>Term 1-2</p> <p>Terms 2-4</p>	<p>Observations demonstrate kaiako uptake of and developing competence in a range of culturally responsive pedagogies. Observation feedback from faculties indicates aspects of CRP are integrated into lessons.</p>



Implementation of shared numeracy language across faculties	KAR & Lit/num group	Faculty PLD & working group time	Semester 1	Ongoing impact on numeracy achievement by building student understanding and application. Use of student voice to gather data around the shared language. Faculties using shared language within lessons (lesson observations through learning journal documentation)
Termly newsletter - lit/num/esol focus - to upskill teachers' pedagogy around lit/num/esol strategies - including a literacy strategy focus	BEK & Lit/Num group	Working group time/PLD time	Start of each term	Teacher voice around the effectiveness of strategies in supporting their teaching & Teacher feedback around the newsletter
CAA identification of students, monitoring and tracking of achievement - including analysing the impact of the junior maths programme on CAA readiness/achievement	CRR	CAA Results and Teacher data	Ongoing	Data driven from results of CAA in Terms 2 and 3 Analysis of results in CAA (Year 9/10) - feedback around impact on Yr 10's after 10 year numeracy programme.

## Strategic Goal 2

**Lifting Standards** - School-wide systems promote learning, engagement, regular attendance and wellbeing. Relationships are respectful and are restored when strained. The culture of the school is visible and celebrated.

### Annual Goal/Expected Outcomes

Pakūranga Way ... Refresh and embed the Pakūranga Way and its purpose as values in action. Strengthen our school culture, systems, and processes through increased support for student engagement and achievement and a shared understanding of the explicit teaching of interpersonal skills.

Restorative Practices ... Continue to grow the confidence of staff to address conflict/differences of opinion that occur in a restorative manner, using the skills that are gained through the ongoing professional learning provided. In addition to this, share with students and the community the what and why of Restorative Practices to create a common understanding.

Action	Who	Resources required	Time frame	How we will measure success
<b>Pakūranga Way</b>				
<b>Pakūranga Way</b>  Embed the Pakūranga Way language into our systems and processes, using the explicit “looks like, sounds like, feels like” descriptors as a resource to teach behaviour and to make our expectations clear and consistent across the kura. Engage all staff in professional learning to continue building our shared understanding, and implement the Pakūranga Way into classroom routines.	All staff DP Pakūranga Way Pakūranga Way Team Restorative Team Whānau Leaders Heads of Faculty	PL time <i>Looks like, sounds like, feels like</i> resources Walk-through time Planning time in whānau & faculties	Throughout 2025	Descriptor resources are being used throughout the kura. The Pakūranga Way can be seen and heard in classroom routines. Students and staff can articulate the Pakūranga Way. Walk-throughs show evidence of the above.

<p>Continue to update the Whānau Group programme for sustainability, and strengthen the leadership training and delivery for Peer Support Leaders.</p>	<p>DP SSF Pakūranga Way Team Restorative Team Whānau Leaders Whānau Teachers</p>	<p>Updated programme materials Planning time Leadership training time Training resources</p>	<p>Throughout 2025</p>	<p>The tuakana teina (5-tier) model is built into all four terms. Student leaders are trained each term, planned and led by the pastoral leads. Staff and student feedback shows programme impact.</p>
<p>Continue to develop structured mentoring across the kura. Embed consistent meeting structures, shared practice, and clear referral pathways that outline roles and responsibilities.</p>	<p>DP SSF HOF SSF Pastoral Leads Māori and Pasifika Mentors Whānau Leaders</p>	<p>Mentoring resources Mentor role descriptors Meeting templates</p>	<p>Terms 1 and 2 Monitor Terms 3 and 4</p>	<p>Mentoring meetings, including sharing practice, are occurring regularly and are planned and led by pastoral leads. Māori and Pasifika mentors are included. Mentors are sharing practice, structures, and resources. Mentors and Whānau Leaders are collaborating regularly. Students report positive support from mentors.</p>
<p>Review Group Conferences. Evaluate 2025 engagement and decide if they are purposeful. If purposeful, plan and implement strategies to increase engagement; if not, remove.</p>	<p>DP SSF HOF SSF Whānau Leaders Reporting DP</p>	<p>Group conference data Survey tools Meeting time</p>	<p>Term 1 and 3 review Term 3 decision</p>	<p>Clear decision made. If retained - improved engagement data. If removed - replacement processes ready for implementation.</p>
<p>Review whānau time. Develop clarity of the whānau teacher role, consistency of delivery, and engage staff in professional learning to strengthen relationships and routines in whānau time.</p>	<p>Pakūranga Way Team Whānau Leaders Whānau Teachers</p>	<p>PL time</p>	<p>Terms 1 and 2 review Terms 3 and 4 monitor</p>	<p>Whānau teacher role is clarified and published, and staff have engaged in unpacking this document and implementing routines and strategies for whānau time. Observations show strong relationships and routines throughout the kura. Whānau Leaders are engaged in supporting Whānau Teachers to implement the above where needed.</p>

Continue to document and clarify consistent pastoral care responses and roles across the kura, ensuring staff understand processes and responsibilities.	DP SSF HOF SSF SLT SSF Staff	Meeting time Process maps Shared documents	Throughout 2025	Staff can see and articulate responsibilities of pastoral staff and the referral processes. Pastoral responses and interventions are documented and stored centrally. Increased consistency in responses across whānau, SLT, and faculty.
<b>Action</b>	<b>Who</b>	<b>Resources required</b>	<b>Time frame</b>	<b>How we will measure success</b>
<b>Restorative Practices</b>				
Run an 'induction' programme for staff who are new to Pakuranga College in 2026, on the basic values/tenets of Restorative Practices.	Workshop run by Leane Carlson	Workshop location - check on the availability of rooms	20 March	Survey staff before and after the workshop to gauge their understanding/growth or not of Restorative Practices.
Work with Leane Carlson to help map out our Restorative Practices programme for the year.	Leane Carlson/3 Working Group members/KMY	As required	Funding is available till June. Unsure of the availability of Leane thereafter	The Restorative Practices schedule is well-designed and aligned with the objectives set.
Continue to provide professional learning for staff (as per the professional learning schedule), with a focus on growing the ability of staff to deal with issues in a restorative manner. Workshops are planned and designed to deliver coherent sessions and the delivery of consistent messaging. Keep the small things small.	Working Group members together with Pakuranga Way members.	Photocopying/ Time to work together	When sessions are scheduled over the course of the year.	Survey staff to gauge an understanding of whether their knowledge/use of restorative practices has improved, and if not, where the gaps are.

<p>Staff to create a 'Restorative Practices Goal' for the year, which is revisited and re-assessed termly. Clear strategies to achieve the goal are clearly articulated. Final outcome recorded at the end of the year. Individual 'Restorative Practices Goal' shared with HOF and Whanau Leader.</p> <p>Create a series of short sessions for students that will be delivered by Peer Support Leaders during whanau time. The purpose of this is to grow students' understanding of Restorative Practices so that it is not a new concept anymore. This could be a mix of short workshops/presentations/videos/posters that are aimed at achieving this objective.</p>	<p>Restorative Practices team launches and oversees.</p> <p>Restorative Practices team and a group of interested students.</p>	<p>Google Form</p> <p>Potentially, poster/video/time to train students</p>	<p>Review - termly Final outcome - end of the year</p> <p>From term 2 onwards. One whanau time sessions every two weeks.</p>	<p>Staff self-assess the success, or otherwise, of their 'Restorative Practices Goal'. What have been the positives/negatives/Barriers/etc.</p> <p>Survey students each term to gauge growth in understanding.</p>
<p>Inquire into the possibility of quick Restorative Practices messages being delivered at assemblies by student leaders.</p>	<p>Planned by students and Restorative Practices team. Delivered by student Whanau leaders/Head Students.</p>	<p>Time to meet, plan and prepare for these consistent messages</p>	<p>From term 2 onwards.</p>	<p>Messages are short, sharp and impactful.</p>
<p>Use the Newsletter to inform the community about the school's focus on Restorative Practices, together with information on what and why.</p>	<p>Material prepared in a timely manner for publication in the Newsletter.</p>	<p>Sourcing information and presenting it in a manner that the community will understand.</p>	<p>Term 2</p>	<p>Our community is well-informed about Restorative Practices.</p>





## 2026 Student Achievement Targets

- NCEA Level 2 - 85% of all Year 12 students gain NCEA Level 2
- NCEA Level 3 - 85% of all Year 13 students gain NCEA Level 3
- NCEA Endorsements - combined Merit & Excellent at Level 2, and Level 3 are at least 50%
- UE - 65% of all Year 13 students gain UE
- Māori & Pasifika achievement is as high as, or higher than, the school-wide averages
- Literacy - to achieve as high, or higher levels of literacy as schools in the same EQI Group
- Numeracy - to achieve as high, or higher levels of numeracy as schools in the same EQI Group
- Attendance - students regularly attend\* for 65% or higher of the school year
- Co-curricular - participation rate exceeds 66%

\*Note: The definition of “regular attendance” means a student attending more than 90% of all school time.