

DEPUTY PRINCIPAL APPLICATION INFORMATION



Pakuranga College is a large, co-educational, culturally diverse secondary school located in Pakuranga, East Auckland. An exciting opportunity has arisen to join our dedicated Senior Leadership Team, as a Deputy Principal, and lead Pakuranga College in the next stage of its development as a high-performing secondary school of choice.

Our college has an outstanding reputation for preparing young people for life after school. We want our new Deputy Principal to support our kura to build on this success, continue to grow our reputation for educational achievement and deliver on the college's vision to "empower young people to be the best they can be; equipped and inspired to courageously shape tomorrow's world."

We invite suitably qualified and experienced candidates to apply for the position of Deputy Principal of our college. The successful applicant will be a competent, visible, and innovative leader committed to excellence.

The ability to think strategically and creatively about education and the future of Pakuranga College is vital, as are commitments to integrating te reo Māori and mātauranga Māori into our ways of being. We are seeking an individual who can provide authentic and collaborative leadership in an environment that fosters and creates success.

Our new Deputy Principal will uphold and actively promote our school values of inclusivity, integrity, care, innovation, partnership, and excellence; and demonstrate high performance in all key areas of educational leadership. You will embrace opportunities to engage with our community and actively build connections which support the college's ability to provide enhanced educational opportunities.

INFORMATION FOR APPLICANTS

- Applications should take the form of a cover letter and CV providing relevant details of employment history, key relevant experience and positions held, approach to leadership, etc.
- A fully completed application form must be included with the application.
- Applications are to be submitted electronically to principal@pakuranga.school.nz.
- The names and contact details of up to three referees must be given.
- Applications close at 4.00 pm, Friday 21 February 2025.
- Interviews will be held at the college on Saturday 1 March 2025.
- Visits to the school can be arranged through Candice-Lee Dennis (cdennis@pakuranga.school.nz or 09 534 7159 ext. 712)
- Position commences at the start of Term 2, 2025.



PROPOSED TIMELINE

This may be subject to change depending on availability or other circumstances.

Tuesday 28 January	Online Gazette ad posted
Friday 21 February	Applications close 4:00pm
Tuesday 25 February	Shortlisting completed by this date
Saturday 1 March	Interviews
Monday 3 March	Position confirmed
Monday 28 April	Position begins (Term 2, 2025)

PERSON SPECIFICATION

The Deputy Principal will possess all or most of the following professional experiences, qualifications, leadership qualities and attributes. In particular, the Board will expect the applicant to have a mind-frame where their own professional goals are focused on improving student outcomes and developing their own leadership pathway.

EXPERIENCE/QUALIFICATIONS

- Possesses relevant tertiary qualification(s) and current New Zealand teachers' registration.
- Has led teams and has experience across a range of school-wide initiatives.
- Has a deep understanding of the NZ Curriculum.
- Is an excellent communicator, consultative and collaborative.
- Possesses appropriate skills in conflict resolution and negotiation.
- Is a team builder, and a motivator and can develop leadership in others.
- Has excellent school administrative skills.
- Has experience and knowledge of school annual and strategic planning.
- Is a skilled change manager.
- Has appreciation and understanding of the importance of pastoral support for the school community.
- Has worked successfully in a complex education environment.
- Has a sound appreciation of and understanding in curriculum, teaching and assessment methods.

LEADERSHIP QUALITIES

- Student achievement and well-being are at the centre of decisions. The best interests of our students and staff are their top priority.
- Has presence and mana - able to motivate staff and drive the college forward.
- Ability to lead the college in embracing te ao Māori and mātauranga Māori.
- Understands and engages in NZC and the principles of Te Tiriti o Waitangi.
- Can empower and trust others therefore building capacity in those educators and leaders around them.
- Committed to professional learning and further developing their own leadership journey.



PERSONAL ATTRIBUTES

- Has strong values, high moral standards and behaviour.
- Excellent communication skills.
- Has a deep commitment to education within a student-centred, inclusive, sustainable focus.
- Great work ethic, optimistic and “visible”.
- Is fair.
- Has considerable drive, resilience, empathy and energy.
- Is flexible and pragmatic.
- A critical thinker.
- Is innovative and values the work of others.
- Is a caring and positive role model for the school.
- Supportive of the full range of school events – highly visible and interested.
- Has strength of character, the will to succeed and can take others along.
- Is mindful of the advantages of a sound work/life balance.
- Has a clear educational vision and can inspire others to follow its implementation.
- Displays a genuine desire to engage with all parts of the community.

PAKURANGA COLLEGE SCHOOL PROFILE



VITAL STATISTICS

Total Students: 2,200+
International Students: 70+
Ethnicities/cultures attending: 70+
Staff: 250+
Founding Date: 1960
Motto: Caelum Certe Patet (Reach for the Skies)

ACADEMIC STATISTICS

Subjects offered: 40+
NCEA: Levels 2 and 3 only
Post-school Pathways: 70% attend further education



FIND YOUR FIT

Whatever students are passionate about, they can find something that fits them at Pakuranga College – academia, arts, sports, student leadership, or cultural participation – there is no one way to succeed in our community. We work hard to engage students on their level whatever their niche, and if they aren't sure, well, the best way to know is to give it a go.

FIND YOUR VALUE

Our vision is:

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

Our guiding principles, which shape all aspects of the college, are:

- Inclusivity/Kotahitanga
- Integrity/Ngākau Pono
- Care/Manaakitanga
- Innovation/Auahatanga
- Partnership/Rangapū
- Excellence/Hiranga

FIND YOUR SPACE

It starts with supporting students and families. We believe that we see the best outcomes for students when parents engage with the college. With over 2,200 students forging relationships can be daunting, but our Whānau (Houses) are a safe space for all students and the first point of contact for families.

WHĀNAU

We have six Whānau, each headed by a Whānau Leader and Assistant Whānau Leader. Within each Whānau, students belong to a Whānau Group (Tutor Class) with other students from Year 9-13. The vertical structure of our Whānau Groups gives students continuity as they progress through the college, with the same Whānau Group Teacher supporting them throughout.

Whānau enjoy friendly rivalry, competing for Whānau Cup glory at our annual Athletics Day, Swimming Sports, and Whānau Arts Challenge events. There is also healthy competition within Whānau, as Whānau Groups compete for bragging rights in their annual benchball and trivia competitions.

Each Whānau Group has dedicated Peer Support Leaders to help students find their way, answer questions, and show what it means to be a Pakuranga College student.

GUIDANCE

Student wellbeing is paramount to us and the team of counsellors and youth workers at our on-site guidance facility, Waiora House.

Talking with a counsellor at Pakuranga College is seen as a normal thing to do. Our counsellors have contact with approximately 650 students each year. Most students self-refer, but others are referred by school staff or parents. Our counsellors provide brief interventions, with a focus on tools and solutions that will allow students to self-manage issues moving forward.

All Year 9 students take part in a digital wellbeing survey. Those identified as needing additional support are invited to participate in Pū Whakarahi, our wellbeing programme run by the college youth workers.



PEGASUS LEARNING CENTRE

Our Pegasus Learning Centre is an integral part of the college, allowing our high-needs students to readily connect with mainstream students. We have three bespoke streams of support to fit the diverse needs of our students.

Pegasus: For students with learning disabilities, we offer a specialised education unit that goes beyond teaching the curriculum; imparting life skills, fostering independence, encouraging socialisation, and building confidence to help students reach their potential.

This area is staffed by a combination of teachers and teacher aides who are experienced and passionate about supporting students in their educational and social endeavours. We work closely with whānau and the community to ensure that students are respected, have a sense of belonging, and become responsible individuals.

Learning Support: We also support students who have gaps in their education or are working at a slower pace, to transition between year levels or from school successfully.

At Year 9 and 10 students are based in a core classroom for the foundation subjects of English, Mathematics, Social Studies, and Health and PE. Students have an opportunity to experience mainstream

curriculum classes as well, through Language, Technology and Arts options. Smaller class sizes, experienced teachers, and a slower pace help students shift back into mainstream classes.

Holistic Support: For students achieving at or above the curriculum level, but who have other challenges like anxiety, trauma, behavioural issues, or sensory processing disorders the Pegasus Learning Centre offers a calm and highly supportive environment where learning and wellbeing are intertwined.



FIND YOUR PASSION

Our many student-led councils are an important part of college life, organising engaging events that unite students, while also supporting causes that resonate with students. We have over 100 different groups, councils and teams that students can join, spanning sports, arts, and cultures.

We firmly believe that if students haven't joined a club or team, they are missing out on some of the richest experiences they can have at school, which is why we actively encourage everyone to get involved and add to the vibrancy of the college.

LEADERSHIP

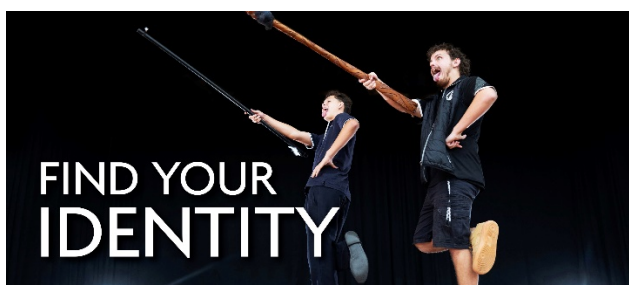
Senior students have many opportunities to step into formal leadership roles, and to create their own. See a gap for a new cultural group or interest club – then found it and lead it! New groups and leadership opportunities are consistently supported by our fantastic staff, who commit time to assist groups as a teacher-in-charge and to mentor our aspiring young leaders.

The college also works to instil leadership skills through a leadership training programme for Junior students, which encourages them to think about their own leadership qualities and how to develop them.

FIND YOUR IDENTITY

The cultural diversity of our students is recognised and celebrated at Pakuranga College, with students encouraged to share their culture through language, music, and dance. The Cultural Council oversees our 15+ cultural groups (representing just some of our 70+ cultures), extending opportunities for them to share their cultural heritage with the wider student body. Our annual Cultural Night is hotly anticipated, with students spending several months creating stunning performances that showcase their culture.

Cultural appreciation is woven into the fabric of the college, with students organising multiple language week celebrations each year. We also offer parents a chance to engage with the college through a cultural lens, with our termly Talanoa Night for Pasifika aiga and Kōrero and Kai for Māori families, successfully run by our Māori and Pasifika student leaders.



FIND NEW HEIGHTS

We offer over 40 different subject options, making it easy for students to find courses that fit their strengths, passions, and career aspirations.

Our Year 12 and 13 courses allow students to gain NCEA qualifications at Level 2 and 3, with most Level 3 courses also providing a pathway to tertiary education. Students at the college consistently outperform the national average for NCEA, with the majority of students continuing on to university study.

Year 11 students study a curriculum tailored to provide a strong foundation for the rigours of NCEA in Year 12. Rather than sitting Level 1 exams in November, students spend an extra four weeks in the classroom.

We appreciate that not every student wishes to continue to university. Whatever their career plans, we have plenty of hands-on courses offering NCEA qualifications in Year 12 and 13, which can lead directly to employment or trades training.

In Year 9 and 10 the curriculum is designed to provide a solid foundation in core subject areas such as Maths, English, Science, Social Studies, and Physical Education; while also allowing students to explore Languages, The Arts, and Technology. Students have plenty of opportunity to sample areas of the curriculum that interest them, with a broader timetable allowing seven to eight subjects.

In Year 11 – 13 students' timetables narrow as they begin to select specialist areas of study. Year 11 and 12 students take six subjects, while Year 13 students have five subjects and a study period.

CAREERS

We know that there are lots of different pathways for students after school and our dedicated Careers Department supports students on all of them. We have helped our students secure invaluable trade placements, life-changing scholarships, and admissions to universities in New Zealand and abroad. Whatever career interests our students have, from barista to barrister, our Careers Department can guide them on the journey.

FIND YOUR FOCUS

We are focused on staff and professional development is important to us. We dedicate Friday mornings to staff learning, where we explore discursive and pedagogical practices that align with our ideals of relationship-based learning, culturally responsive pedagogies and high expectations.

We have space marked within the weekly timetable specifically for the growth and continued learning of our teachers, we don't expect them to do this on their own time. The reason we dedicate this time is to build more confident teachers with greater efficacy and agency.

We actively encourage and support teachers with their own tertiary studies, with many teachers gaining their Masters and Doctoral qualifications whilst working with us. We strive to create students who are life-long learners, and we want this for our staff as well, so we actively prioritise time and support individuals to achieve this. The outcomes are absolutely worth the effort!

