

2025 Annual Implementation Plan



Vision

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

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 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
<p>Assessment for Learning (AFL)</p> <p>Develop a shared understanding of the essential components of AfL</p> <ul style="list-style-type: none"> ● Clarity ● Learning focussed relationships ● Effective Feedback ● Self & Peer assessment ● Reflection 	HoFs, HoDs, faculty WSLs, teachers	<p>PLD time in faculties (Fridays)</p> <p>Targeted support provided to individuals and groups by the AfL Working group and portfolio DP</p>	<p>By Week 5 Term 1</p> <p>By Week 8 Term 1</p>	<p>Faculties have completed faculty, course and individual reviews/reflections from 2024.</p> <p>Clear faculty goals for each faculty have been identified from the 2024 achievement data</p> <p>Goals have been collated and common trends and foci have been identified across all faculties.</p> <p>AfL essential components have been identified as effective tools to help support the faculty in raising achievement.</p> <p>Inquiry goal(s) identified by all teachers to include an AfL essential component.</p>

Faculty PLD planning for Term 2 developed with working groups	AfL Working Group WSLs	PLD time in faculties	By the end of Term 1	AfL faculty foci and PLD plan established for Terms 2 and 3.
Revised Learning journey document	HEW, DAV and Exec	Faculty meeting and PLD slots	By Week 1 Term 2	A new revised Learning Journey document launched to all teaching staff.
HoFs, HoDs and curriculum WSLs to co-construct a feedback tool to be used for faculty lesson observations.	HoFs, HoDs, faculty WSLs	Faculty PLD slots	By Week 3 Term 2	Faculty-specific classroom observation tool/template designed and agreed upon by each faculty.
Teachers continue to be observed and mentored on their inquiries via the faculty-based PLD model	HoFs, HoDs, faculty WSLs, teachers	Assessment and engagement data to inform teaching and learning strategies.	Ongoing Term 2 and Term 3	Faculty PLG (4-5 teachers per group) set-up, meeting frequently to support each other in inquiries.
Lesson observations and gathering of student voice	HoFs, HoDs, faculty WSLs, teachers	Lesson observations and learning walks.	Ongoing Term 2 and Term 3	<p>Lesson observations (minimum of two)</p> <p>Student voice - gathered, collated and analysed across the faculty.</p> <p>Teachers are using concepts of 'Learning Intention' and 'Success Criteria' in their regular lessons.</p> <p>AfL concepts are clearly visible in the classroom. This will be evident through lesson observations conducted by HoF, HoD, WSL and DP.</p> <p>Students can articulate what they are learning, why they are learning that and what success looks like in their subjects.</p>

Celebration and sharing - inquiry 1 (end Term 2)	All teachers	Faculty PLD slots	By Week 9 Term 2	All teachers present their first inquiry outcomes to their peers.
Celebration and sharing - inquiry 2 (end Term 3)	All teachers	Faculty PLD slots Assay workshops	By Week 9 Term 3	All teachers present their second inquiry outcomes to their peers.
Faculty reviews and course reflections to inform successes and work ons	HoFs, HoDs, faculty WSLs, teachers	Faculty PLD slots	By Week 8 Term 4	Student voice reflects increased use of AfL components NCEA achievement data (internals) reflect increases on 2024 Literacy and Numeracy data reflect increases on 2024
Planning for next steps in 2026 for each faculties AfL journey	HoFs, HoDs, faculty WSLs	Faculty PLD slots	By Week 9 Term 4	Faculty AfL plan for 2026 completed.
Action	Who	Resources required	Time frame	How we will measure success
<p>Culturally Responsive Pedagogies This is separated into two aspects (Cultural Relationships and Culturally Responsive Pedagogies) for development over 2 - 3 years:</p> <p>Define and develop a shared understanding of elements of Cultural Relationships</p> <ul style="list-style-type: none"> Whanaungatanga (building strong relationships) Mana Ōrite (equity in relationships) Kaupapa (shared purpose and collective good) 	HOFs/Teachers	2024 Data and goals. Faculty review. Faculty PLD time.	T1 2025	Faculty goals show recognition of the importance of aspects of cultural relationships. This may be incorporated into the work on mātauranga Māori begun in 2024.

<ul style="list-style-type: none"> ● Whakapapa (acknowledging identity and connections) ● Ako (reciprocal learning) ● Mahi tahi and Kotahitanga (collaboration and unity) ● Respect for student wellbeing (Mauri Ora - holistic wellbeing) 	BTN/HEW/DAV/HOFs HOFs/WSLs	Growth cycle document includes element of reflection on cultural relationships Lesson observations	Beginning T2 2025 T2-3 2025	Individual growth cycles include reflection on development of strong cultural relationships and indication of next steps. Teacher observations and student voice indicate recognition of the importance of strong cultural relationships in practice.
WSL working group works to unpack above elements in context for faculties.	BTN/WSL team	Working group focus	T 1-2 2025	Baseline resource provided for faculties to further explore and refine to ensure alignment with their own unique needs and priorities.
Focus on developing Cultural Relationships within the school (kaiako/ākonga, kaiako/whānau), to align with work on respectful relationships through Pakuranga Way.	BTN/WSL team/HOFs/Mana Māori	Staff PL; Friday sessions - whole staff workshops - and in Faculties	Throughout 2025	Faculties further develop understanding of aspects of cultural relationships and teachers integrate these into daily practice. Contact between kaiako and whānau reflects understanding of this kaupapa.
Continue work begun in Faculties in 2024, developing curriculum and personal links with culture for both kaiako and ākonga	HOFs/teachers	Faculty time and Teacher Inquiry	From T2 2025	Evidence of teachers acknowledging and implementing aspects of cultural relationships in inquiry and curriculum goals is seen in individual growth journeys and lesson observations
	HOFs/HODs	Faculty review	T4 2025	Faculty reviews of 2025 identify growth in elements of strengthening cultural relationships via implementation, improvement in classroom relationships (observations), student engagement and achievement.
Define and develop a shared understanding of elements of Culturally Responsive Pedagogies: <ul style="list-style-type: none"> ● Power is shared (student agency and voice) 	BTN/WSL team/HEW/Mana Māori	Working group time	T3 2025	Learning from Teaching to the North East, Tātaiako, Tapasā is aligned with the Pakuranga Effective Teacher profile.

<ul style="list-style-type: none"> ● Culture counts (recognising and valuing cultural knowledge) ● Learning is interactive and dialogic ● Connectedness is fundamental to relationships ● Common vision of success for Māori and all students. ● Responsive to Student backgrounds and knowledge ● Critical reflection and continuous improvement <p>Continue to support learning from Teaching to the North East in discursive practices, developing and sharing resources to support faculties. This will build on learning about AFL and continue the emphasis on Teaching 101.</p>	<p>BTN/EXEC</p> <p>BTN/WSL team</p>	<p>Exec meeting time</p> <p>Feedback from Exec</p>	<p>Beginning T4</p> <p>T4 week 4 2025</p>	<p>Pakuranga Effective Teacher profile is refined to ensure aspects of Culturally Responsive Pedagogies are clearly represented.</p> <p>Share Work on Culturally Responsive Pedagogies with Executive team. Gather feedback about priorities for CRP professional learning in 2026.</p> <p>Planning for 2026 professional learning about Culturally Responsive Pedagogies is underway.</p>
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Action	Who	Resources required	Time frame	How we will measure success
<p>Literacy & Numeracy</p> <p>Use of data for the identification of students with low literacy and numeracy levels in junior school</p> <ul style="list-style-type: none"> ● Literacy x 4 additional classes (2 x Yr 9 & 2 x Yr 10) - for each semester ● All Junior Students: <ul style="list-style-type: none"> ○ 2 year programme to build on literacy strategies ○ 1 x literacy-focused lesson per week ● Year 10 & Senior students: preparation for CAA or through 2 x Level 1 AS ● Numeracy: to support Yr 10 students with CAA preparation: <ul style="list-style-type: none"> ○ Semester 1 x 4 Yr 10 classes 	<p>BEK/SCV & English Faculty</p> <p>JOH & Maths faculty</p>	<p>Liaising with Kahu Ako/feeder schools</p> <p>Writing diagnostic at start of year</p> <p>E-asTTle testing</p> <p>PAT testing</p>	<p>Ongoing</p> <p>End of Term 1 CAA entries</p> <p>End of Term 2</p>	<p>Students progression through e-asTTle and PAT testing</p> <p>Teachers use e-asTTle and PAT data to support their teaching and learning programmes</p> <p>Progression through Reading Plus programme</p> <p>Readiness for CAA</p> <p>Tracking of CAA results</p> <p>Analysis of CAA results, identification of students for semester two - monitoring the progress of students in additional numeracy class</p>

<p>○ Semester 2 - 2 x Yr 9 & 2 x Yr 10</p> <p>Identification of ESOL students in need of additional support for literacy</p> <ul style="list-style-type: none"> • Additional ESOL classes created to support student achievement • All ESOL students streamed to focus on the support needed • International and domestic students that need additional support to be tested early and added to ESOL classes, if needed • Additional support in Term 4 for those ESOL students without enough credits/lit/num 	<p>CBD / ELE / DUN / ONL / FULL</p>	<p>ESOL testing, additional hours of ESOL</p>	<p>End of Term 2 - International data shared with DUN</p> <p>Ongoing tracking</p> <p>End of Term 3</p>	<p>Increased number of ESOL students gaining their literacy or UE literacy</p> <p>ESOL students in the correct stream for their ability to provide greater support - placement testing carried out when the student is ready for movement between classes</p> <p>International students not meeting the course requirements are to be identified early and addressed with agent/whānau</p> <p>Increased number of students gaining lit/num</p>
<p>Identification of senior students without literacy and numeracy</p> <ul style="list-style-type: none"> • data gathered on students • changes to timetable if not able to gain lit/num/UE Lit through current pathway • Focused literacy plan through English faculty for each student missing literacy 	<p>CHR/ONL/SCV/JOH</p>	<p>Specific targeted literacy strategies taught through English courses</p> <p>After School workshops</p>	<p>End of Week 5 Term 1</p> <p>Ongoing</p>	<p>All students without Lit/Num are identified and are either in a lit/num based class or a pathway is identified to support them to gain their lit/num.</p> <p>Tracking of student achievement through the literacy standards</p>
<p>Faculty-focused PLD planning for Term 2 developed with working groups.</p>	<p>Lit/Num working group</p>	<p>PLD time in faculties</p>	<p>By the end of Term 1</p>	<p>Lit/num faculty foci and PLD plan established for Terms 2 and 3</p>
<p>HoF's, HoD's and curriculum WSL's to implement and embed use of TEXAS paragraph framework and instructional verbs posters.</p>	<p>HoF's, HOD's, faculty WSL's</p>	<p>Faculty PLD slots</p>	<p>By Week 3 Term 2</p>	<p>Consistent use of TEXAS framework</p> <p>Student voice acknowledging TEXAS framework</p>
<p>Teachers continue to be observed and mentored on their inquiries via the faculty-based PLD model</p>	<p>HoF's, HOD's, faculty WSL's, teachers</p>	<p>Faculty PLD slots</p> <p>Assessment and engagement data to inform teaching</p>	<p>Ongoing Term 2 and 3</p>	<p>Faculty PLG (4-5 teachers per group) set-up, meeting frequently to support each other in inquiries.</p>

<p>Lesson observations and gathering of student voice</p> <p>Identify changes needed within numeracy to support student achievement</p> <ul style="list-style-type: none"> ● changes to the junior programme established in preparation for 2026 ● Structural changes within courses - use of numeracy book trialled ● Numeracy support through Whānau Teachers - weekly fun math-based activity 	<p>HoF's, HOD's, faculty WSL's, teachers</p> <p>JOH/Maths faculty</p>	<p>and learning strategies</p> <p>Lesson observations and learning walks</p> <p>Numeracy booklet</p>	<p>Ongoing Term 2 and 3</p> <p>Ongoing</p> <p>End of Term 4</p>	<p>Lesson observations (minimum of two)</p> <p>Student voice - gathered, collated and analysed across the faculty.</p> <p>Literacy strategies of TEXAS paragraph writing framework and instructional verb posters are clearly visible in classrooms</p> <p>Students understand subject-specific vocabulary and can use it within their writing</p> <p>2 year programme of learning created for junior maths students to support numeracy and CAA preparation</p> <p>Analysis of results to see the impact of the booklet of numeracy - 'readiness' for implementation more widely within faculty</p> <p>Collaboration of ideas through Whānau groups - discussions from students with maths teachers</p>
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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

Pakuranga Way ... Refresh and embed the Pakuranga 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 ... Launch Restorative Practices as a new initiative to better equip staff to understand and deal with issues in a Restorative manner, rather than a punitive one to reduce the number of pastoral incidents that occur.

Action	Who	Resources required	Time frame	How we will measure success
All staff will be engaged in professional learning to develop a shared understanding of the Pakuranga Way and its concepts	ALL	Professional Learning time; Pakuranga Way Team; Behavioural Psychologist	Terms One and Three	Staff can articulate the Pakuranga Way and describe its purpose as values in action. Students are engaged in the explicit teaching of interpersonal skills throughout the college
Embed the Pakuranga Way language in systems and processes, including within-school and community-facing events and documents	Pakuranga Way Team	School documents - design & publication	Throughout 2025	Documents and processes are updated to incorporate language and concepts
Update the Whānau Group programme: for improvement (using feedback gathered in 2024) and for sustainability (develop an ongoing model for planning and delivery)	Pakuranga Way Team Whānau Leaders Whānau Teachers	Planning time; student and staff training	Throughout 2025	The programme will be updated throughout 2025 and will be delivered in whānau groups. The 2026 programme is ready for delivery with a sustainable model incorporated into its planning

<p>Continue the development of the student leadership programme; to provide leadership training and experiences for a wide range of ākonga</p>	<p>DP Pakuranga Way TIC Leadership Whānau Leaders</p>	<p>Planning and delivery time; resourcing and materials required to be determined as the programme is developed</p>	<p>By the end of 2025</p>	<p>A wide range of students are engaged in leadership roles and opportunities, both within school and externally (including in the council and whānau systems)</p> <p>A wide range of students are engaged in leadership training and development workshops, both within school and externally (including in the council and whānau systems)</p> <p>The 2026 leadership programme is planned and ready for delivery, refinement and improvement in 2026</p> <p>Incoming ākonga, from local intermediate schools, have engaged in leadership workshops with Pakuranga College students and have been exposed to leadership opportunities at the College before their arrival</p>
<p>Develop a structured academic mentoring programme</p>	<p>DP Pakuranga Way Pastoral WSLs Whānau Leaders</p>	<p>Training for staff; mentoring resources; time and remuneration for WSLs; student achievement and engagement data.</p>	<p>By the end of 2025</p>	<p>Students who are identified for mentoring show improved results in engagement and NCEA data</p> <p>Mentoring staff have been trained in effective mentoring strategies and have developed a programme for refinement and improvement in 2026</p>
<p>Review and refine Group Conferences to improve student outcomes</p>	<p>DP Pakuranga Way DP Reporting HOF Student Services Whānau Leaders</p>	<p>Planning and delivery time; student achievement and engagement data;</p>	<p>Terms One and Three</p>	<p>An increase in student participation in Group Conferences in 2025 (both in attendance data and in active engagement in the conference)</p> <p>Group conference data is used to inform further processes for student engagement and support</p>

Use data from screening tools to implement specific support programmes	HOD Guidance HOF Student Services DP Pakuranga Way	training for Whānau Teachers Screening data; external support providers	Throughout 2025	GoodSpace screening is completed in Term One, and students are identified for support programmes A range of support programmes will be delivered throughout 2025 Students identified for support show improved results in engagement and or/achievement data
Action	Who	Resources required	Time frame	How we will measure success
Restorative Practices An information-gathering meeting between the Restorative practices facilitator from Waikato University and SLT.	Leane Carlson and SLT	SLT availability	24th February 2025 at 10am	Leane is here to ascertain where we are as a College and will be able to advise next steps in launching Restorative Practices in Pakuranga College.
WSLs meet to devise data-gathering on staff understanding of Restorative Practices Feedback analysed to identify any themes/trends	WSLs/ DP in charge WSLs/DP in charge	Survey Release time to be used	Term 1/Week 8 End of term 1	Survey ready to go out to staff to gauge their understanding and implementation of Restorative Practices Most staff have completed the survey and provided useful feedback
Map out what the year will look like with the implementation of Restorative Practices	Leane Carlson/WSLs/DP in charge	Scheduled time	Before the end of term 1	Have a draft implementation plan for 2025 in place.
All staff work on improving their knowledge/understanding of Restorative Practices.	All staff Facilitated by Leane Carlson and/or WSLs	Scheduled times for	In advance of 30th May	The programme will be delivered on our teacher-only day (30th May) TBC. The exact programme/schedule for the day will be confirmed closer to the date.

There needs to be a clear messaging of why we need to learn about Restorative Practices.		WSLs/KMY/Leane Carlson to meet	(Teacher Only Day)	Staff will have a better understanding of the place of Restorative Practices in school, and how it supports all teachers in their practice.
WSLs to lead ongoing PLD with staff as per Friday morning PLD schedule	All Staff	PLD time on Friday mornings	After TOD on 30 May -	Staff become more confident with having Restorative conversations.
Collect feedback from all teachers to help plan the 2026 Restorative Practices programme	WSLs/DP in charge	Allocated time	Term 4	Feedback is analysed to identify gaps where staff need support.

Strategic Goal 3

Giving effect to Te Tiriti o Waitangi - Te ao Māori, tikanga Māori, te reo Māori and mātauranga Māori are effectively and authentically interwoven through our curriculum, learning environments and wider college practices. All teachers develop a deeper understanding of Mana Ōrite mō te mātauranga Māori incorporating a Māori worldview within teaching and learning programmes. To continue to build trusting and sustained partnerships with Māori and mana whenua.

Annual Goal/Expected Outcomes

Te Ao Māori

Relationship Building... To continue to build relationships with iwi, whānau, and tauira through purposeful strategies and events.

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

Professional Development... To embed a culture of continuous staff engagement, development and reflection through whole school and individual professional learning.

Actions	Who	Resources required	Time frame	How we will measure success
<p>1: Relationship Building</p> <p>Kōrero and Kai evenings for whānau - purpose whakawhanaungatanga.</p> <p>Wānanga targeted whānau evenings to support parents with school information and supporting their son/daughter, eg; navigating NCEA, understanding qualifications, pathways, welcome to secondary school and more needs based events.</p> <p>Building connections with Ngāi Tai ki Tāmaki through invitations to school events, visiting Umupuia Marae.</p>	JER/Mana Māori/HEW	<p>Whānau evenings - resourcing</p> <p>Restorative PLD, Pakuranga Way PLD</p> <p>Iwi relationship building - time (ongoing)</p>	<p>Throughout 2025</p> <p>Evaluate end of 2025</p>	<p>Regular engagement with whānau through school events and attendance numbers/seeking feedback on events.</p> <p>Whānau feedback on school events</p> <p>Student and whānau voice</p> <p>Student data: engagement, attendance, pastoral.</p> <p>Increasing participation in kapa haka</p> <p>Authentic relationship/partnership with iwi - meetings, conversations, events.</p>

<p>2: Culturally Responsive Pedagogies</p>	<p>BTN/WSL team/HoFs</p>	<p>Staff PL; Friday sessions, speaker/s, Mana Māori leading workshops</p> <p>Foci in Faculties; HoF, WSL</p>	<p>Throughout 2025</p>	<p>Faculty meetings/Faculty Review goals show evidence of PD on mātauranga Māori incorporating a Māori worldview</p> <p>Faculty time is utilised to support the understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes.</p> <p>Success and progress of this understanding is evidenced in Faculty Review documents</p> <p>Learning journey documents show evidence of development and reflection.</p>
<p>3: Professional Development Ako Ngaiotanga</p> <p>Faculties are engaged with PLD to develop an understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes</p> <p>Gathering staff voice on need and on the PLD offered. Faculty survey/voice on staff needs.</p> <p>All staff are engaged with PLD on Demonstrating commitment to Te Tiriti o Waitangi partnership in Aotearoa NZ</p>	<p>JER/Mana Māori/HEW</p>	<p>Staff PL; Friday sessions, speaker/s, Mana Māori</p> <p>Foci in Faculties; HoF, WSL</p>	<p>Throughout 2025</p> <p>Term 1</p> <p>Throughout 2025</p>	<p>Faculty meetings/Faculty Review goals show evidence of PL on mātauranga Māori incorporating a Māori worldview</p> <p>Staff feedback on PLD and support offered to faculties.</p> <p>Faculty time is utilised to support the understanding of Mana ōrite mō te mātauranga Māori incorporating a Māori worldview within their teaching and learning programmes.</p> <p>Success and progress of this understanding is evidenced in Faculty Review documents</p> <p>Learning journey documents show evidence of development and reflection.</p>

2025 Student Achievement Targets

- NCEA Level 2 - 85% of all Year 12 students gain NCEA Level 2 (achieved 78.2% 2024)
- NCEA Level 3 - 85% of all Year 13 students gain NCEA Level 3 (achieved 79.5% 2024)
- NCEA Endorsements - combined Merit & Excellent at Level 2, and Level 3 are at least 50% (achieved L2 43.4%, L3 43.2% 2024)
- UE - 65% of all Year 13 students gain UE (achieved 62.9% 2024)
- Māori & Pasifika achievement is as high as, or higher than, the school-wide averages (2024 ... L2 gap Māori -11.5%, L2 gap Pasifika -21.1%; L3 gap Māori -9.2%, L3 Pasifika -12.2%)
- Literacy - to achieve as high, or higher levels of literacy as schools in the same Equity Index Group (2024 ... L1 gap -9.1%, L2 gap -6.3%, L3 gap -0.8%)
- Attendance - students regularly attend* for 70%, or higher, of the school year (2024 average over the year 64.5% - Government target 80% by 2030)
- Co-curricular - participation rate exceeds 75% (achieved 64% 2024)

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