

Strategic Plan 2025-2027



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 whānau 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 2024

Community/parent evenings in 2024 and newsletter feedback

Feedback from Board members, staff, students and parents via community survey 2024

The “voices” feedback, Parents, students, teachers, as part of the Teaching to the North-East programme

Faculty reviews & Senior Leadership Team reviews

The board's 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 can 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.

OBJECTIVES	1 LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	2 BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3 QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	4 FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION New Zealand education is trusted and sustainable
	1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying	3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs	5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	7 Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	8 Enhance the contribution of research and mātauranga Māori in addressing local and global challenges (TES ONLY)
	2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures	4 Ensure every learner/ākonga gains sound foundation skills, including language*, literacy and numeracy	6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce		
		<small>* Oral language encompasses any method of communication the learner/ākonga uses as a first language, including New Zealand sign language</small>			
PRIORITIES					

The NELP and TES are statutory documents enabled by the Education and Training Act 2020 that set out the Government's priorities for education. This document forms both the NELP (priorities 1-7) and the TES (priorities 1-8).

Some aspects of these priorities will be more applicable to one sector than others.

The NELP is designed to guide those who govern licensed early learning services, ngā kohanga reo, schools and kura.

In particular, licensed early learning services are required to have regard to the NELP as part of the Governance, Management and Administration (GMA) Standard. Boards of schools and kura must have particular regard to the NELP, including when developing or renewing their charters.

The TES sets the direction for tertiary education. Tertiary Education Organisations are required to show how they have regard for the TES. The Tertiary Education Commission must give effect to the TES, and the New Zealand Qualifications Authority must have regard for the TES.

What's the problem we're trying to solve?	What's the initiative?	2025	2026	2027	What will success look like?
<p>Raising Achievement - specifically A to M, M to E and scholarship</p> <p>Readdress balance or building relationships - warm & demanding</p>	<p>AFL</p>	<p><u>WHY & WHAT</u> <i>AFL recognised as central to excellent classroom practice & effective use of Learning Rubrics.</i></p> <p>Define AFL/ASL/AOL</p> <p>Build Learning Rubrics Y9-10 - engaging with learner</p> <p>Create SEAL - (Promoting Social & Emotional Aspects of Learning) Feedback & Feedforward that helps learning - Learning conversations</p> <p><i>Learners receive constructive guidance about how to improve.</i></p> <p>Define ASL</p>	<p><u>WHY & WHAT</u> <i>AFL is part of effective planning & achievements of the learner.</i></p> <p>Refine Learning Rubrics</p> <p>Learning programmes that incorporate effective use of data As reflected in</p> <ul style="list-style-type: none"> - Changes learning programme <p><i>Develop learners' capacity for self-assessment so they can be reflective and self-managing.</i></p>	<p><u>WHY & WHAT</u> <i>AFL promotes the importance of the learner's motivation, emotional impact and how students learn.</i></p> <p><i>Learners understand how to improve and can be reflective and self-managing.</i></p>	<p><i>Ākonga are empowered to achieve equitable outcomes, excellence and success.</i></p> <p>Achievement/Merit and Excellence results tracking upwards</p> <p>Engagement data</p> <p>Learning environment - SEAL evident in all classrooms</p> <p>Consistent approaches to assessment practices and pedagogy</p> <p>Students able to articulate goals - new goals each term</p> <p>Students engaged in classroom</p>

		<p>Feedback unlocks path to improvement answers What am I learning, Why am I learning this? What are my next learning steps?</p> <p>Peer-assessment</p>	<p>Conferencing / goals and stretch goals</p> <ul style="list-style-type: none"> - Term goals - Data focused 		<p>Engagement data improved</p>
		<p>Lesson observations/ student interviews Engagement data/conferencing - goal setting</p>			
<p>Raising Achievement - The achievement gap for Maori and Pasifika students in</p> <ul style="list-style-type: none"> ● NCEA ● Literacy ● Numeracy ● UE ● Merits & Excellences <p>The knowledge gap for kaiako in confidently applying CRP to raise achievement</p>	<p>CRP</p>	<p>Define CRP & unpack the elements involved.</p> <p>Focus on cultural relationships (per Berryman, Lawrence, Lamont) to support work in lifting standards.</p> <p>Continue work begun in developing the curriculum and personal links with culture for both ākongā and kaiako.</p> <p>WSL team continue to support learning from TTNE in discursive</p>	<p>Segue to further unpacking the responsive pedagogies that raise student achievement. Strong liaison with AFL team here.</p> <p>WSL team develop resources which lead to strategies being implemented in teaching and learning by both ākongā and kaiako.</p> <p>Observations demonstrate kaiako uptake of and developing competence</p>	<p>(Develop ākongā ability to unpack who I am as a learner, how I learn, how I am successful)</p>	<p>Maori and Pasifika students' results in NCEA</p> <ul style="list-style-type: none"> ● Literacy ● Numeracy ● UE ● Merits & Excellences <p>will be comparative with or exceed</p> <ul style="list-style-type: none"> ● National averages ● NZ European & other ethnicities at Pakuranga College <p>Kaiako are confident</p>

		practices, develop and share resources to support faculties	in a range of culturally responsive pedagogies		and consistent in their use of CRP
<p>Raising Achievement - Not enough students at the correct curriculum level for literacy and/or numeracy</p> <p>Students can't get their NCEA without the literacy and numeracy co-requisite</p> <p>Students are not able to access their learning across the curriculum</p> <p>ESOL students struggling to access the curriculum</p>	LITERACY AND NUMERACY	<p>Embed the literacy strategies, the TEXAS paragraph framework and the instructional verbs posters.</p> <p>Observations of how strategies are being used in lessons (TBC)</p> <p>Tracking of CAA results</p> <p>Where are the numeracy gaps?</p>	<p>Continue embedding literacy strategies and the Introduction of numeracy strategies</p> <p>Tracking of CAA results</p>	<p>Embedding of literacy and numeracy strategies</p> <p>Tracking of CAA results</p>	<p>Literacy and/or numeracy is not a barrier to NCEA achievement</p> <p>More students are gaining the literacy and numeracy corequisite</p> <p>Increased achievement as more students can access the curriculum</p> <p>Success creating success in all curriculum areas and increased endorsements at Merit and Excellence</p>
What's the problem we're trying to solve?	What's the initiative?	2025	2026	2027	What will success look like?
<p>Lifting Standards - We are growing our school culture - we want to know who we are & for all to feel that they belong.</p> <p>Data shows an increase in student apathy.</p>	PAKURANGA WAY	<p>Refresh! Sell the WHY, the purpose. Embed understanding of "our values, in action" in line with the values review. Explore the teachers' role in preparation for 2025: start to understand the concept of explicitly teaching social skills & behaviours.</p>	<p>Embed! State, teach, practice. Implement explicitly teaching social skills & behaviours.</p>	<p>Review & develop! This stage includes further developments in our leadership and involvement training and implementation of a recognition system.</p>	<p>School culture is thriving and celebrated. Visible in classrooms, uniform, etc, and staff and students can articulate our values and actions.</p> <p>Increase in attendance and engagement data, decrease in behavioural data of concern.</p>

<p>Lifting Standards - Be clear with staff as to the 'WHY' (Why we need to learn restorative?)</p> <p>We claim to be a restorative school, but have not provided our staff with any training to equip them with the skills to facilitate effective restorative conversations.</p>	<p>RESTORATIVE PRACTICES</p>	<p>To be treated as a 'NEW' initiative.</p> <p>Use part of 2025 to launch Restorative</p> <p>Some whole-school work</p> <p>Work with the WSL to create a programme</p> <p>Whether we work with the Waikato University could be dependent on whether funding is renewed. After speaking to the Waikato contact, initial work will be with SLT to stocktake.</p>	<p>Embed Restorative as part of our DNA</p> <p>Include restorative in the new staff orientation</p> <p>Review what we are doing at the end of the year</p>	<p>Make changes based on feedback from the review</p> <p>Further embed Restorative and continue to integrate into new staff orientation</p> <p>Review and upskill</p>	<p>Staff and students have clarity as to what restorative conversations are</p> <p>Staff can effectively have Restorative conversations</p> <p>Strained relationships are successfully restored (in most cases)</p> <p>Restorative becomes 'Who we are'</p> <p>Leads to a decrease in disciplinary issues</p>
<p>What is our challenge?</p>	<p>What's the initiative?</p>	<p>2025</p>	<p>2026</p>	<p>2027</p>	<p>What will success look like?</p>
<p>Giving Effect to te Tiriti o Waitangi -</p>	<p>Relationship Building</p>	<p>Relationships Whanaungatanga Build collective understanding and engagement to build relationships with learners and whānau.</p> <p>Iwi - connecting and meeting with Ngai Tai ki Tāmaki. Inviting iwi to key school events, going</p>	<p>Relationships Whanaungatanga sustain the building of collective understanding and engagement to build relationships with learners and whānau.</p> <p>Iwi - further strengthening and relationship building with Ngai Tai ki Tāmaki - through events and</p>	<p>Relationships Whanaungatanga sustain the building of collective understanding and engagement to build relationships with learners and whānau.</p> <p>Iwi - further strengthening and relationship building with Ngai Tai ki Tāmaki through events and</p>	<p>Parents and whānau are partners in their child's learning.</p> <p>Authentic relationship/partnership with iwi. Ngai Tai attending hui/events</p>

	<p>Culturally Responsive Pedagogies</p> <p>Professional Development Ako Ngaiotanga</p>	<p>to Umupuia.</p> <p>See Raising Achievement CRP above.</p> <p>Embedding of tikanga practices by explicitly communicating why we do them (karakia, waiata, haka, pōwhiri)</p> <p>Mātauranga Māori in all faculties/areas of curriculum</p>	<p>communication. Inviting iwi to key school events, going to Umupuia.</p> <p>Tikanga practices and their importance are understood by staff and staff are willing to learn and participate in this space(karakia, waiata, haka, pōwhiri)</p> <p>Mātauranga Māori in all faculties/areas of curriculum</p>	<p>communication. Inviting iwi to key school events, going to Umupuia.</p> <p>Tikanga practices and their importance understood by staff and staff able to fully participate (karakia, waiata, haka, pōwhiri)</p> <p>Mātauranga Māori in all faculties/areas of curriculum</p>	<p>during the year. Groups from Pakuranga College visiting Umupuia Marae throughout the year.</p> <p>Māori achievement data has shown sustained improvement.</p> <p>Māori learners have a strong sense of belonging. Identity, language and culture in all settings at the college are valued.</p> <p>Leaders and teachers have engaged and committed to ongoing professional learning in te reo Māori, tikanga, mātauranga Māori.</p>
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