Porirua College Annual Plan 2020

Porirua College develops powerful learners who are willing and able to use this quality in the service of their communities.

Tangatawhenua is our respected foundation. Support connects the learning between schools and homes in our place, Porirua East.

3 Year Goal: Ako (effective learning and pedagogy) in a bicultural environment to create Voice, Action and Identity				
Theme	**Goal**	**2020 Targets**	**Actions**	**Lead Staff**

Voice
Araroa
Pathways
Tariq طريق
 	
Everyone has a voice that can change the way things are
	Preparing students for their futures	● Porirua East Graduate Profile developed and becoming used to guide PC planning based on student voice and creating pathways
		
		● Career pathways:
		  ○ Minded and Careers Central used by students
		  ○ 80% of Year 13's have a planned pathway to their future *(78% 2019)*
			● Complete consultation with CoL schools
			● Faculty meeting time/PLD to plan incorporation of VAI into curriculum
			● Redevelop goal setting to be based on VAI
			● Develop reporting system based on VAI
			● Agreed way/s of collecting student voice to inform planning & teaching and to track student wellbeing & progress
			● Incorporated into LC programme
			● One on one interviews with Y13 students, pref. by end Term 2
				RMA, DSU HoFs RMA, GWA JP, RMA SLT, HoFs
				
				NKI GWA, NMA

	Curriculum development	● Student centered Ko te Hapori courses a fifth of the timetable for 2020, thoroughly reviewed, with staff confident to progress these in 2021	● Faculty reviews of courses after semesters 1 & 2 ● Analysis and redevelopment of KtH courses	JP, HoFs

		• Mapping and evaluation of curriculum pathways through school • *Development of online curriculum to enable learning from home*	• KtH & other courses include community projects where possible • Evaluate the usefulness of the Kamar pathways tab to track student pathways • Curriculum committee mapping of pathways • *Ensuring that all staff and students can and are accessing online learning*	HoFs JP, GWA RMA
	Student leadership	• Student councils meet regularly to carry out school or community actions that they believe make a difference, supported by staff • Some courses (Ko te Hapori and beyond) involve projects that give back to the community	• Prefects lead councils • School Council decide on how often they will meet to be effective. • School Councils plans of action based on goals they have identified as important to school and the community	CWO, RMA
Action Ako Akoako Learning ***Learners make a difference***	Powerful Learners	• Pedagogy to develop powerful learners through faculty pedagogy spirals of inquiry *with a focus on online learning* • PC Pride Guide redeveloped with the Kahui Ako, based around the graduate profile and made accessible for parents use • Across school digital technology and literacy mapped and new approaches explored/ *implemented for dig tech* • Student involvement in developing powerful learners	• Faculty PLD spirals of inquiry, supported by CoL teachers and SLT, with a focus on formative practice - *focus on online learning* • PC Pride Guide consultation • Use of technology such at Google Classroom to enhance learning • Faculties looking at course planning to incorporate digital technology and VAI • Building a google classroom bank of literacy strategies, streamlined so all faculties have access • Prefects and Academic Council plan for mentoring & hwk club	SLT, HoFs RMA,GWA JP, HOF GY CWO, RMA

	Raise student achievement	NCEA: PC 2019 Decile 1-3 2019 PC 2020 Target
		  ○ Level 1 31% 55% 50%
		  ○ Level 2 63% 67% 63%
		  ○ Level 3 54% 58% 54%
		  ○ UE 22% 28% 22%
		
		Māori 2019 Decile 1-3 2019 PC 2020 Target
		  ○ Level 1 17% 48% 31%
			• LC Curriculum support for teachers to facilitate explicit teaching of VAI and enable learning conferences
			• Learning conferences regularly completed in all LCs - aim for termly for each student
			• Curriculum levels, with sub levels, used as assessments across the school
				NKI
				
				LCs, PLs
				
				HoFs, SLT

		○ Level 2 63% 62% 63% ○ Level 3 36% 50% 40% ○ UE 9% 18% 13% - Start to explore whether Level 1 works to raise our students' achievement - Graduate Profile & PACT tool explored as measures of student success in the junior school, alongside curriculum levels *Students upskilled to use online learning & increased ownership of learning*	- PC Pride goal setting self assessed by students through the year - Early tracking of Y11s at risk of not succeeding and PL/SLT individual support - SLT and HoFs monitoring ongoing outcomes in courses and intervening to support if necessary - Staff discussion on Level 1, based on data about PC student success and retention - Graduate Profile as measure developed in Kahui Ako transition workstream & PACT tool discussed with possible trial at PC	LCs, PLs SLT, PLs HoFs, SLT SLT RMA, GWA
	Māori learning as Māori	- Courses to meet the needs, interests and learning preferences of ākonga Māori - Poutama Pounamu led whole school teacher pedagogy PLD to meet the needs, interests and learning preferences of ākonga Māori	- Weave in matauranga Maori where possible in curriculum within and beyond Te Ao Māori and Carving courses - School PLD on Māori learning as Māori - Incorporated into LC curriculum	HoFs JP, CWO NKI, CWO
Identity **PC Pride** **Turangawaewae** **Fa'asinomaga** *Know who you are. Be who you are. Show who you are.*	Student PC Pride & PC Māori identity	- Wairere area enhanced - new doors and windows, asphalt outside & toilets fenced off - Waharoa & pou planned and carving organised - Māori student engagement median in *Me and My School* survey: ○ Year 9 53% (2019 Māori 50%, non Māori 58%) ○ Year 10 51% (2019 Māori 48%, non Māori 56%) - Attendance over 85% for 45% of students, with students involved in improving this - Uniform - every student in correct uniform	- Wairere enhancements completed as part of the property plan - Ākonga Māori consulted and informed about property progress - Ngāti Toa consulted regarding the carving of Waharoa and placement of pou - Attendance plan developed in consultation with students and actioned - Uniform checked in houses, consistently supported by staff during the day and followed up by PLs and SLT, with spot checks - PC Pride exploration in LC curriculum & posters made	JP, CWO, JSY Aroha TSI, CWO SLT SLT, PLs, LCs, staff NKI, LCs, RMA

	Wellbeing/ hauora	- Students learning within their cultural identities (see above) - Mental health: programme selected and used in the junior school, map school pastoral systems and track students' support through Ask TOMM in use - Physical health: increased student use of nurse, breakfast club 3 days per week, 43% *(currently 40%)* students playing school sports - Carry out NZCER Teacher Workplace Survey & explore ways to support wellbeing	- Mental health programme selected and trialled - School pastoral systems mapped, including programmes offered - Ask TOMM in use by K2K and PLs - Nurse services advertised - Breakfast club running 3 days per week - Student leader led sign-up day with student run stands where students learn about extra-curricular opportunities - Survey done Term 1 - Health and Safety committee led teacher consultation Term 2 to plan wellbeing initiatives	JP, SB RMA,Kim CWO RMA, CWO, FKL JP JP, H&S Ctte
	Community connections	- Whānau come in and connect about their ākonga at least termly in increased numbers - Termly meetings of parents' cultural groups led by the BoT and the introduction of an inclusive PC Whānau group for all cultures	- Whānau invited to events at least termly and contacted individually when not attending - PC Whānau group established and meeting termly - A PLD session about supporting refugees & trauma students	BoT, PLs, SLT, staff RMA JP