



Porirua College Annual Plan 2022

**Porirua College empowers ākonga to strengthen their voices, actions and identities, to make a difference in 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	2022 Targets	Actions	Lead Staff
Voice Araroa Pathways Tariq طريق	Whakapono: empower ākonga to own their futures	<ul style="list-style-type: none"> Student career pathway explored Years 9 - 10, Y11 CVs then focused pathways Years 12-13 90% of Yr 13 - planned pathway to future 	<ul style="list-style-type: none"> Resources for LCs and transition faculty support of students focused on seniors, including pathways post PC Careers support for students to plan pathways, enrol in courses and find jobs 	PLs, APLs, LCs, GWA & RTU GWA, RTU
	Curriculum development to create VAI	<ul style="list-style-type: none"> A student centred approach normalised across the curriculum e.g. relevant learning to engage students Coherent curriculum pathways through school 	<ul style="list-style-type: none"> Growing teacher skills and reworking units to focus on te ao Māori (ako) and literacy (formative assessments) Faculty curriculum reviews ongoing - Transition, Social Science, PLN, Maths and DMIC, English ending streaming 	JP, WSLs, LBE, TSI, SCT, HoFs SLT, HoFs
	Grow Student Leadership	<ul style="list-style-type: none"> Student councils, supported by staff, growing young leaders in tuakana teina model Student groups and individuals give back to the school and wider community through curriculum and co-curricular activities 	<ul style="list-style-type: none"> Prefects leading councils and Y12 doing leadership training Taking opportunities through curriculum and councils to give back e.g. Wellbeing through sports leadership 	NKI, PKE Teachers

Evaluation: 29/4 RTU and GWA have created LC resources which have been added and promoted to LCs. SLT need to follow up use of career resources with PLs. Careers focus has been on Trades Academy with the tertiary institutes operating half remotely. Focus on careers discussions with students will increase in Term 2. Websites and resources have been updated for student use. New KtH model seems to have bedded down well and we will do a survey at the start of Term 3 through the Curriculum Committee. Te Ao Māori has been a PLD focus but faculty unit time has been around hybrid learning due to Covid. This will change in Term 2. Curriculum Reviews Term 3 or 4. Student leadership has been strong with councils operating. The Service Council is running a breakfast club. The Culture Council met with Tupe Lualua. Arts Council planning mini year book and Art exhibition. HoF Sport now appointed who can work with the Sports Council. We have also seen an increase in different year levels getting involved in Student Councils. Stars had a camp with Year 12s, which is now their focus. Covid has interrupted this but it will pick up Term 2 with team building, leadership building and Colours Day with prefects.

22/7 RTU has run two sessions with the RG staff, one on academic tracking and another on the Pathways website. GWA and JP investigating a Yr 10 careers programme - Limitless Online. Could be rolled out early August. Courses offered during the term break. New courses have been proposed and are going to the HOF meeting W2 T3. Soft materials, Becoming a Pro courses running in sem 2 KTH. Student leaders worked hard last term and ran a full school assembly as well as an amazing Colours Day. As a celebration of their work we took them out for a prefect dinner in Wellington City. The Service Council continues to run Breakfast Club every Tuesdays and Thursdays with on average about 10-15 students each morning. We are now seeing new students becoming involved with helping cook and clean. Prefects are also helping in houses with lunch duties. Unfortunately due to a lot of sickness we weren't able to get the Sports Shed up and running but are hoping to do so in Term 3.

14/10 More ownership of student pathways in houses than ever before with better plans - see shared docs [WT](#), [RG](#), [TG](#), [KP](#). Issues with students who aren't here to plan with. Greater resourcing in Transition faculty and RTU doing a great job with increased, successful courses. New course in junior school for 2023. Reworking of units in faculties to include te ao Māori and literacy is mixed. Strengths SS, Arts, Languages and PE. Developing in Science, Maths, Transition. Need to now work on shifting pedagogical practice. Language learning/karakia/waiata have been strong. Student leadership has become stronger but a challenging year for students. PE shed set up by prefects great initiative. Breakfast Club also strong. Year 12 having STARS has been very positive, developing skills for next year.

Action Ako Akoako Learning <i>Learners make a difference</i>	Grow Powerful Learners	<ul style="list-style-type: none"> Focus on literacy and students and staff being upskilled for hybrid learning in the Covid environment Develop pedagogies for ako in a bicultural environment to activate VAI VAI: growing confidence in ākongā and tuakana teina leadership PAC/ALT new model grown to support student learning offsite 	<ul style="list-style-type: none"> ToD on hybrid learning with a focus on te ao Māori, literacy and digital technology PLD programme - hybrid learning, te ao Māori and Literacy foci Stars program to work with developing Year 12 mentors School ongoing self review through Komiti Ākongā Māori (KAM), Pastoral and Curriculum Committees Regular meetings with PAC/ALT 	JP, RMA, WSLs, SCT, LBE, TSI NKI CWO, JP, RMA/NKI, RMA															
	Raise student achievement	<ul style="list-style-type: none"> Leavers NCEA Results <table border="1"> <thead> <tr> <th>PC/ Māori</th> <th>2021</th> <th>2022 Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>○ Level 1+</td> <td>77/ 57%</td> <td>75/55%</td> <td></td> </tr> <tr> <td>○ Level 2+</td> <td>67/ 33%</td> <td>65/33%</td> <td></td> </tr> <tr> <td>○ Level 3+</td> <td>30/ 20%</td> <td>30/20%</td> <td></td> </tr> </tbody> </table>	PC/ Māori	2021	2022 Target	Actual	○ Level 1+	77/ 57%	75/55%		○ Level 2+	67/ 33%	65/33%		○ Level 3+	30/ 20%	30/20%		<ul style="list-style-type: none"> Senior support for success - mahi tahi embedded Curriculum levels across faculties Using VAI resources developed - course templates, unit templates, learning coach
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		<ul style="list-style-type: none"> ○ UE 9/ 0% 10/5% ● VAI measure of junior success supported by agreed expectations 	resources, reporting by all teachers as well as LC under VAI	
	Māori Learning as Māori	<ul style="list-style-type: none"> ● Develop teacher mātauranga Māori - te reo and tikanga focus ● Develop mātauranga Māori curriculum - NCEA changes and NZ histories ● Consistent approach to development and implementation of courses that meet the needs of ākonga ● Ākonga have a voice and make decisions within the kura ● Ākonga voice visible throughout our planning 	<ul style="list-style-type: none"> ● PLD programme and weekly briefing ● All kaiako increase their knowledge and use of Te Reo me ona Tikanga ● Develop resources for NZ Histories ● PLD on NCEA changes, trialling languages 2022 and planning trials for 2023 ● Faculties redesign courses and units ● Identify and use pedagogies proven to support ākonga ● Curriculum Committee planning of pathways ● Ākonga participate in KAM & other groups. ● Consistent method to collect and analyse akonga voice re learning and wellbeing. 	<p>JP, KAM</p> <p>MBR JP, JKE</p> <p>HoFs</p> <p>RMA/ Curric Ctte/ KAM</p> <p>KAM</p>

Evaluation: 29/4 PLD work on literacy and hybrid learning. We had a ToD on hybrid learning and faculty sessions. VH and JGR have been leading literacy with whole staff sessions and follow ups at briefing and ToD. Strong attendance at workshops on offer. See above for leadership. PAC/ALT model is launched and being thoroughly evaluated with strong MoE engagement. Some issues with Wellington students meaning there are too many for the centre. A space is being found for Wellington students. NCEA first assessments are behind due to Covid and we have discussed support with HoFs which need further follow up. PLD weekly programme led by PC staff is going very well with strong staff engagement. We are also following up a possible PPTA programme. NZ/Aotearoa Histories curriculum has led to a redevelopment of the junior Social Studies curriculum. Social Action for street name change planned for Year 9s for this term. Curriculum Committee have worked on pathways and engaged with teachers about a new course for KtH. Ākonga voice is something we need to collect this term re curriculum and course evaluations.

22/7: Continued with PLD on Te Reo Māori, there were some inconsistencies due to large numbers of staff away and PLD being cancelled for a few weeks. Had sessions on school wide literacy. Faculties will have time for planning and implementation in term 3. JP and RMA have a Term 3 plan which includes renewing the consistency around Te Reo Māori. Mahi Tahī was run in the term break - 25 on the first day and fewer on the following days. The year 12 Stars mentor programme is also growing with the group taking ownership of the Sports Section of Colours Day. They also visited WelFed, a local sustainability organisation in Cannons Creek to learn about how as a group they could help to make their community (and kura) more sustainable. The group also organised two guest speakers (including the Saints Basketball Coach) to come and talk to 4 classes of year 10 students about how to manage themselves and how to be resilient when things get hard. These sessions went extremely well and our Year 12 mentors showed leadership. All faculties now use curriculum levels in the junior school with most also using bpa (asttle) as well. Most faculties have redesigned courses and units to better suit ākonga Māori. For example, our Technology faculty are re-working their junior units to incorporate Te Reo Māori and Tikanga into them, so that students are being exposed to Te Ao Māori in more places. The Social Science faculty are also continuing their total redevelopment of their units as well as creating a solid Aotearoa Histories curriculum.

14/10 Hybrid learning was very challenging and staff coped well, at a cost that has been felt all year. Tuakana teina held back by Covid. PLD discussed above - need to focus on pedagogy as well as te ao Māori and literacy content next year. PAC/ALT = PEK model mixed with challenge of Wellington student involvement and mixing two different systems. For a fair trial we need to give it another year without the Wellington issue to see if we can manage the numbers on one site. There are real advantages to having a mixed education/youth work model. Real shift in results at the end of Term 3 due to hard work by teachers. New model of mahi tahi with courses and getting teachers working with students to target their needs is looking positive.

Identity PC Pride Turangawaewae Fa'asinomaga <i>Know who you are. Be who you are. Show who you are.</i>	Grow Student PC Pride & PC Māori identity	<ul style="list-style-type: none"> Me and My School data back to 55% Māori engagement of 2020 Student leadership focus on growing PC Pride Support students and staff to ensure consistent uniform and mask wearing Create resources around history and meaning of the pou and carvings so that staff can integrate this knowledge into curriculum 	<ul style="list-style-type: none"> See PLD programme above Trialling Year 12 Stars and Year 13 leading councils Loaner uniform and masks freely available and staff setting clear expectations, followed up by APLs, PLs and SLT Identify the people, places and symbols significant to PC. Find the stories/explanations connected to each of these. Find the right people to share these stories and record them. 	NKI SLT KAM
	Grow Wellbeing/ Hauora	<ul style="list-style-type: none"> Support wellbeing of kaimahi and ākonga, particularly within the Covid environment Create culturally safe spaces for akonga - it's safe when akonga tell you it's safe Develop resources for the history and meaning of our Pou and carvings (and other stories) K2K leading coherent plans and programmes to support high needs students with Ask TOMM used to record and monitor Develop and maintain strong communication between PL, SLT and K2K 	<ul style="list-style-type: none"> K2K development plan to implement review A consistent method for collection and analysis of akonga voice is developed for learning and wider student wellbeing. Regular meetings: SLT/PL/APL weekly, SLT/PL/K2K fortnightly All staff seeking staff wellbeing opportunities e.g. timetable change, maramataka, social club, EAP, LC resources related to hauora and staff supported to deliver them Trauma/brain developments Pasifika/Māori both for students and staff Te whare tapa whā explored as a model to incorporate in our practise 	JP, LTO KAM/K2K SLT, LTO Staff LTO K2K, LTO, JP
	Grow Community Connections (When Covid allows)	<ul style="list-style-type: none"> PC Whānau/Aiga group continue to be engaged with school change e.g. developing and implementing annual plan Whānau Māori group driven by BoT Learning Coaches in regular communication 	<ul style="list-style-type: none"> Termly PC Whānau/Aiga group meetings - annual plan and implementation Termly Whānau Māori group meetings Goal setting and review, learning conferences, phone calls home to engage 	RMA Aroha SLT, PLs, APLs, LCs

		with whānau	whānau when appropriate	
<p>Evaluation: 29/4 Issues with fights and difficulty engaging new students due to Covid disruptions. Assembly was done on this and we are working strongly with the new K2K team to support individuals. Prefects have been supportive. Mask wearing went well. K2K team are doing individual plans with all students and connecting strongly with PLs. Ask TOMM needs further training and follow up in use. A lot of resource has gone into wellbeing of students and staff e.g. extra relief teachers, rostering home, food, regular staff events etc. We have strengthened school lunches with JHA taking up leadership roles and us doing lunches for 3 schools. Staff session with Kathryn Berkett online re brain development. We ran goal setting and contacted families via phone, but haven't yet been able to have whānau meetings due to Covid. New LCs and many old ones have been strong with contacting whānau.</p> <p>22/7 Uniforms did improve for a period and there were a lot of uniforms loaned and gifted. Consistency helped and needs to continue as it went backwards. The waka has been installed in Tangare following the removal of the heaters. Term 2 saw Parent teacher interviews go ahead, this was a successful event and we saw a lot of whānau coming in. Having KCH on board made things easier.</p> <p>When needed, P5 was cancelled to decrease relief stress, PLD for the last 4 weeks of term was cancelled, three staff drinks on a Friday. Reducing the numbers of meetings happened (PCT, Staff etc). EAP highlighted within staff. TAK Programme has been resourced, staffed and planned for starting T3 with 20 students already on the K2K register.</p> <p>14/10 Student leadership - see above. Uniform varied through the year with most students reasonable most of the time but some very resistant. RHO did session with the staff on the pou. K2K is continuing to work on coherent planned approach, systems and connected staff. NKI is stepping in to support JP in this area. TAK has had ups and downs which was the Term 3 focus. It has been really successful for some students but we are not yet using the personnel resource effectively. LTO needs support to grow his leadership of staff. Students in K2K care do feel much more connected and supported. Radar meetings with houses improved communication, but still need more connection with teachers working with students. TOMM still not in use. Staff wellbeing has been addressed regularly through Term 3 and staff were more positive at the end of the term, compared to the previous terms. Real challenges re relief were well addressed and communication was strong. PLD on trauma by Katherine Berkett for a whole day for the whole staff and a group going to a conference at the end of October. Increased shared understanding of how to work with students who have experienced trauma. Te Whare Tapa Whā not yet worked with. PC whānau group and Whānau Māori group have both met re strategic planning for 2023. Small but very positive meetings that will be continued in Term 4. LC communication home has improved this year largely due to strengths in new staff. It is still inconsistent. The same is true of Learning Conferences. It has been challenging this year with parents still under pressure and not able to engage at times. Calling home for positives works well to re engage parents.</p>				