

	Curriculum Development to create VAI	<ul style="list-style-type: none"> NCEA change at Level 1 implemented NCEA structure and Level 2 standards planned for and communicated with ākonga and whānau Curriculum development to create VAI Planning and some trialling of new approaches to cross curricular learning in the junior school Timetable structure looked at - NCEA, KtH, junior curriculum trials 	<ul style="list-style-type: none"> SLT NCEA Change plan with timeline Kaiako plan NCEA change then consult with ākonga and whānau, face to face with multilingual resources Theme for the year and ongoing integration of VAI into junior curriculum Houses explore junior cross curricular model to trial Faculty Reviews - Technology (RMA), English (GWA), Creative Arts (CWO), PE (JP) 	<p>CWO, DWA, RMA</p> <p>SLT and HoFs SLT & PLs</p> <p>SLT</p>
	Ākonga leadership	<ul style="list-style-type: none"> Student councils and prefects leading regular activities to engage ākonga Tuakana in houses welcoming and supporting new students as role models, in learning coaches and within the house Ākonga give back to the school and community through curriculum and extracurricular activities 	<ul style="list-style-type: none"> Regular student council meetings with goals based approach Encourage junior leaders in councils to reduce pressure on senior leaders Teach seniors about leadership and how to manage pressure, including time with prefects Sports council activities once a week in LC LC Calendar 	<p>GWA, SDA, PKE, HHU GWA</p> <p>GWA</p> <p>HHU</p> <p>PLs</p>

Evaluation:

<p>Action</p> <p>Ako</p> <p>Akoako Learning</p> <p><i>Learners make a difference</i></p>	Powerful learners	<ul style="list-style-type: none"> Attendance over 85% for 30% of students and over 75% for 50% Ākonga setting VAI & NCEA goals, evaluating progress and planning for their next steps, supported by whānau Literacy and Numeracy progress tracked and communicated regularly with ākonga and whānau Develop tiers of support for literacy and numeracy with co-constructed plans and 	<ul style="list-style-type: none"> Attendance team - 3 PEKA, 1 Senior Achievement and Attendance Kaiāwhina - transition, connection & communication Review of attendance procedures Rewards for good/improved attendance e.g. VAI cards, assembly certificates Goal setting and follow up meetings - increased attendance Literacy & Numeracy shared drive with lists, Year 9 literacy & numeracy needs register and individual docs for Tier 3 literacy students 	<p>JP</p> <p>JP</p> <p>JP, GWA, PLs, LCs VH, RLA</p>
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		<p>next steps for ākonga needing extra support</p> <ul style="list-style-type: none"> PLD focus on developing trauma informed, culturally responsive, and mana enhancing practice through effective planning and pedagogies 	<ul style="list-style-type: none"> Level 1 literacy cohort register and individual plans, discussed with whānau at goal setting day Literacy and numeracy junior options Develop termly reports home with literacy and numeracy tracked Develop learning coach lessons to support literacy and numeracy, upskilling staff to deliver them PLD - te ao Māori, trauma informed practices sessions, Tapasā, Literacy, Numeracy, Curriculum & NCEA Change in Faculties, Leadership development (Chris Rowan) 	<p>DME, ALY JP</p> <p>VH, RLA</p> <p>JP, VH, JGR, RLA, ZFI, TO, PKE, HOFs, PLs</p>																			
Raise ākonga achievement	<ul style="list-style-type: none"> Leavers NCEA Results <table border="1"> <thead> <tr> <th>PC/ Māori</th> <th>2023</th> <th>2024 Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>○ Level 1+</td> <td>71/41%</td> <td>68/58%</td> <td></td> </tr> <tr> <td>○ Level 2+</td> <td>58/35%</td> <td>60/50%?</td> <td></td> </tr> <tr> <td>○ Level 3+</td> <td>31/19%</td> <td>38/28%?</td> <td></td> </tr> <tr> <td>○ UE</td> <td>4/3%</td> <td>10/5%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> SLT working with HoFs and PLs to track achievement & communicating with whānau Literacy and Numeracy tracked and plans for individual students as needed Growing teacher capacity to interpret literacy and numeracy data and develop ākonga skills 	PC/ Māori	2023	2024 Target	Actual	○ Level 1+	71/41%	68/58%		○ Level 2+	58/35%	60/50%?		○ Level 3+	31/19%	38/28%?		○ UE	4/3%	10/5%		<ul style="list-style-type: none"> NCEA change - see above Explore integrated learning curriculum options e.g. junior core subjects and integrating KtH into senior subjects Māori see below Literacy - asTTle testing, follow up screening tools, creation of register to identify students at Tier 1, 2 and 3. Development of programmes to support them and tracking of their progress. Communication of information and review of interventions. Numeracy asTTle testing, target students for numeracy support option. GLOSS testing to find target areas. Development of programmes to support students in class and tracking of their progress. Communication of information and review of interventions. Literacy and Numeracy PLD 	<p>SLT RMA</p> <p>VH, JGR, KKE</p> <p>RLA, JCR JP, VH, JGR, RLA</p>
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Māori learning as Māori	<ul style="list-style-type: none"> 45% of Māori students taking at least one course, internal or external, within te ao Māori Grow teacher practice within te ao Māori 	<ul style="list-style-type: none"> Continue PLD in Te Reo and Tikanga Māori leading to use in the classrooms 	<p>JP, RMA, CWO, KAM,</p>																				

		<p>through PLD</p> <ul style="list-style-type: none"> • Most courses offered at school containing te ao Māori content and pedagogical approaches • Explore potential for a Board owned whare wānanga at Porirua College 	<ul style="list-style-type: none"> • Grow knowledge of Te Tiriti and Aotearoa Histories and use in the classroom • Grow connection and involvement with kāhui ako workstreams • Faculties continue to develop course content and pedagogy, survey for baseline • Whare wānanga costings evaluated and discussed with MoE & BoT • College ākonga Māori voice collected and actions planned 	<p>ZFI, TTO, SB, LCA, MBR PKE, RLA, VH, TTO, ZFI HoFs, TTO, ZFI RMA, JP CWO, NKI</p>
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Evaluation:

<p>Identity PC Pride Turangawaewae Fa'asinomaga</p> <p><i>Know who you are. Be who you are. Show who you are.</i></p>	<p>School Culture - PC Pride</p>	<ul style="list-style-type: none"> • Ākonga proud & respectful of each other, kaiako, kaiawhina and the school environment • Ākonga connected with and proud of their houses • Ākonga representing the school in positive ways in the community 	<ul style="list-style-type: none"> • PC Haka revised & learnt by whole school • Red/green brain work approach continued with students, staff and whānau • More joint activities, inter-house competitions & events with house points publicised more • Mana Toiora project leading positive experiences: <ul style="list-style-type: none"> ○ Swim for life ○ Sports Council ○ Fitness stations ○ Ki-o-rahi sets and tournament ○ Termly community education evenings ○ Mātauranga Māori cross curricular project ○ School athletics day and coaching sessions • Student leaders and courses going out to community events and schools • Pou completed and stories/resources being created for each one 	<p>KAM ILE PLs HHU, JP GWA, HoFs CWO, KAM RHO</p>
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	Hauora	<ul style="list-style-type: none"> ● K2K team planned, holistic approach to student development ● K2K tracking and monitoring effectiveness of programmes and interventions ● TAK supporting ākonga at risk of disengagement ● Ākonga and staff hauora supported using te whare tapa whā model ● Mana Toiora 	<ul style="list-style-type: none"> ● Regular K2K meetings and support from SLT to plan holistic strategy ● K2K review programmes termly, seeking feedback from students and kaiako ● Radar meetings K2K/houses & regular comms ● TAK in new space with IDPs for each student, integrating them into classes and options over time ● TAK communications with houses ● Monthly staff hauora challenge ● Regular staff social events 	<p>ILE, GWA</p> <p>ILE</p> <p>ILE</p> <p>MJA, GWA, ILE</p> <p>JSY</p> <p>CWO, NST</p>
	Community connections & communication	<ul style="list-style-type: none"> ● PC regularly communicating with whānau around student wellbeing, attendance, development, learning and learning progress ● Termly whānau meetings - PC Parents, Whānau Māori, Samoan and developing Filipino and Cook Island parent groups 	<ul style="list-style-type: none"> ● Regular communications home re events and changes ● Termly meetings organised and run ● Whānau Māori reestablished with clear focus for practical work ● Filipino and Cook Island parent groups established 	<p>SLT</p> <p>RMA</p> <p>CWO, KAM, Aroha</p> <p>Tui, MTA</p>

Evaluation: