



Porirua College Annual Plan 2019

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

Theme	Goal	2019 Targets	Actions	Lead Staff
Turangawaewae / Fa'asinomaga / PC Pride	PC Pride	<ul style="list-style-type: none"> Attendance over 85% for 45% of students Uniform - every student in correct uniform every day Ready to learn - improvement in students coming on time with learning resources ready (e.g. pen, paper, chromebook, login) 	<ul style="list-style-type: none"> Absence follow up within 3 days with home visits for regular absentees Home visit early - LC with parents RAAYS 1 and 2 process consistently followed with earlier referrals to TRA Uniform checks daily in LC and teachers monitoring Loaner uniform in houses and at the office Teaching of Powerful Learner Matrix 'responsibility' expectations with Karma cards given for meeting them Measure readiness to learn through sample student matrices Term 4 working party 'PC pride' 	LC & PL LC, PL, SLT LC LC & PL JP & CWO CWO
	Success and engagement of Māori students	<ul style="list-style-type: none"> Marae Atea - doors through to Tangare and toilets walled off Build connections with Māori whānau - at least one hui per term 	<ul style="list-style-type: none"> Property team priority of project to put doors in and wall off toilets Termly hui with all Māori whānau invited, phone calls to previous attendees and new families 	JP CWO & RHN

		<ul style="list-style-type: none"> • Waharoa planned and carving course on Ko te Hapori to upskill students to carve a pou in 2020 • Plans for a marae complex in the centre of the school - initial concepts • Ko te Hapori courses and teacher pedagogy work stream to meet the needs, interests and learning preferences of ākonga Māori. • Raising Maori achievement NCEA: PC 2018 Decile 1-3 2018/ 2019 PC Target <ul style="list-style-type: none"> ○ Level 1 31% 48% / 48% ○ Level 2 46% 62% / 62% ○ Level 3 18% 48% / 35% ○ UE 6% 10% / 10% <p><i>NB: these figures differ to 2018 annual plan as they are the new statistics measure</i></p>	<ul style="list-style-type: none"> • Ko te Hapori carving element to building course • Property team and Ākonga Māori work with Whānau group to plan marae concept • Engage Māori students through: language week activities, Matariki activities, Kapa Haka regionals • Track Māori attendance and have regular learning conferences with Māori students • Raise teacher awareness of Treaty of Waitangi, tikanga and knowledge of waiata and karakia • Pedagogy workstream - Ākonga Māori 	<p>RMA JP, CWO & RHN RHN</p> <p>PL & CWO</p> <p>RHN</p> <p>JSY & CWO</p>
	Student leadership	<ul style="list-style-type: none"> • Student leader councils all have staff support, meet regularly and have goals for the year - set at first meeting • Student councils each develop at least one project that gives back to the school or the community during the year • Some courses (Ko te Hapori and beyond) involve projects that give back to the community 	<ul style="list-style-type: none"> • Faculties to look at community needs/opportunities and share with the wider staff • Leaders for each student council developing goals for the year, agreed project and meeting regularly <ul style="list-style-type: none"> ○ Services SB & LDA ○ Arts KPN ○ Sport FKL ○ Culture LA ○ Academic RMA • Ko te Hapori projects that give back to the community • Review vertical LC's in RG 	<p>HoF</p> <p>SB?</p> <p>SB, LDA KPN, FKL, LA RMA VH</p> <p>LBE & JP</p>
	Community connections	<ul style="list-style-type: none"> • Whānau come in and connect about their ākonga at least termly, increased numbers • Parents Associations for cultural 	<ul style="list-style-type: none"> • Termly whānau meetings • Termly whānau parents meetings, including strategic cross cultural group • Church outreach by SLT to connect with more 	<p>SLT BOT, RMA & LA RMA</p>

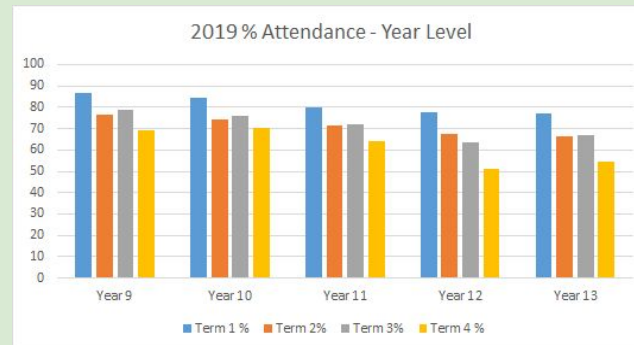
		groups and an inclusive one - termly meetings	parents and explain the importance of school attendance <ul style="list-style-type: none"> • Consultation on 'Powerful Learning Whānau' • Learning Coaches connect with whānau at the start of the year through home contact and goal setting meetings 	RMA LC & PL
	Wellbeing/ hauora	<ul style="list-style-type: none"> • Mental health: Rock and Water programme in the junior school, map school systems and track students' support • Physical health: increased student use of nurse, breakfast club daily, 43% (currently 39%) students playing school sports • Identify other measures for this e.g. Me & My School • Raise staff wellbeing - appraisal feedback 	<ul style="list-style-type: none"> • Pastoral Committee create development plan based on review findings - map school systems and set up systems to track student support • Pastoral Committee identify measures to track wellbeing of students • Nurse to work on engaging with students - Heads assessments with all Year 9s first priority • Breakfast Club staffed by Service Council - daily at canteen • Sports Council working to engage students in sports • Staff PLD session/s with hauora options • Staff Social Club Friday sessions more regular 	JP JP RMA & Esther SB, LDA FKL JP RMA

Evaluation: 10/7 We have had a significant focus on attendance, with an impact on some individuals. There is more awareness of who to target and increased use of TRA. More follow up of RAAYS. Real lack is evidence of LCs contacting home - target for Term 3. Uniform was better Term 1 but got worse in Term 2 and KtH made it more difficult to police. PL matrix was introduced but focus was diluted with KtH - refocus planned for the rest of the year led by PLs (CoL role EAV). Engaged/Tu Māia focus Term 3. Matariki and Kapa Haka Regionals (5th) went well. Plans made for property improvements but largely awaiting big project. Whānua hui held and plans for waharoa developing. Next step is meeting with Ngāti Toa. Been learning waiata and karakia with staff. 4 staff taking a Te Reo course. Mixed success on student leadership - service, school council and sports working regularly. A small team helping out in Arts. Some good KtH projects around school. Have discussed Powerful Learning Whānau with parent groups, parents have done KtH survey and asked church leaders to support re attendance. Mental health support through KtH including mindfulness. No Rock and Water programme yet. Training for TOMM start of next term to track and streamline mental health support and programmes in the school. Nurses have been more effective with students and we are working towards having one nurse again. Breakfast club is running. More students doing sport through lunchtime sessions funded by a charity application. More regular staff drinks and well attended. There have also been a number of morning teas.

13/12 40% (46% of boys and 33% of girls) of students played sport for the school, which is not the increase we aimed for but has bucked the overall trend of declining numbers across schools.

Analysis of Variance January 2020

PC Pride: Attendance percentages for individual students can't be accurately measured for 2019 due to the timetable change in Term 2 for Ko te Hapori. It averaged c.72% for all students for the year and followed the usual pattern in terms of declining across the year groups and throughout the year. Term 3 was closer to Term 2 than previously, but senior attendance in particular declined in Term 4 as some students gave up and stopped coming to school. Māori student attendance remained the lowest at c.64%, but was constant Terms 2 & 3. Male and female attendance were the same.



Uniform checks and loaner uniform operated but there were continued issues with students who arrived late and missed the morning checks. Teachers are reluctant to challenge them, wanting to keep a learning focus in the classroom so avoiding uniform confrontations. We are working with sports and polyfest teachers to have uniform which is connected to sports and cultural groups students are proud to be part of. The planned Term 4 working party on PC Pride did not happen due to essential focus to prepare for Ko te Hapori all year in 2020.

Success and Engagement of Māori Students: Marae atea and doors through to Tangare are on the property plan to be completed as part of a larger project the MoE is paying for, but are not yet in. Whānau hui happened twice during the year and the BoT are owning organising this more regularly in 2020. KtH carving course happened and is part of the timetable for 2020. Waharoa is approved by Ngati Toa and we are negotiating with carvers. Marae complex has been discussed with MoE and further plans will be developed in 2020. KtH courses took place successfully and the pedagogy workstream operated for part of the year, but the extension of KtH in 2020 meant the focus shifted back to the Ākonga Māori Committee. Language week, Matariki and Kapa Haka regionals were all successful, particularly the latter. NCEA results are not finalised yet, but Level 1 results are very concerning and we need to complete credits with a number of students. Level 2 and 3 have already met our ākonga Māori targets and UE almost so.

NCEA: PC Māori 2018 Decile 1-3 2018 2019 PC Target PC 2019 (Jan. 2020 figures)

- Level 1 31% 48% 48% 17%
- Level 2 46% 62% 62% 63%
- Level 3 18% 48% 35% 36%
- UE 6% 10% 10% 9%

The Level 1 drop is part of a holistic drop, see analysis below. There are 15 Māori students within 15 cr of passing Level 1 which would take the pass rate to 34% for final figures, but it will be lower. There were 9 Māori students in offsite education, some of whom came onto our roll with that choice. Through KtH and other changes to increase Māori success as Māori, we are working to keep Māori students engaged at PC.

Student Leadership: councils had variable success. The Sports Council was very active in Terms 1 and 3 particularly. The Arts Council worked largely through the development of a Tech Team who ran shows, including for local primary schools. The Cultural Council only operated around Polyfest and the Academic Council was again largely a few students helping at homework club. The Service Council had a focus on running Breakfast Club. The School Council lacked a clear purpose with all the other councils and in 2020 is going to only meet once a term with

representatives from each council. Several KtH courses, Kapa Haka and Polyfest groups as well as PE classes connected with the community in a wide variety of ways, largely through local primary schools and the intermediate.

Community Connections: the Samoan parents group was the most active, although all groups did meet several times. The BoT have a focus for increasing this in 2020. RMA met with church leaders to discuss Ko te Hapori and the importance of school attendance. They agreed to encourage their congregations to ensure students attend regularly. Once again we held a strategic planning afternoon with parents and students which was well attended and has focused our future strategic plan as well as Ko te Hapori decisions and courses. Powerful Learning Whānau was discussed and is being finalised for use in 2020.

Wellbeing: we have been unable to get support for the Rock and Water programme so are pursuing other options with local providers. Breakfast Club has still been only two days a week but is well used. Sports playing has grown slightly to 40%, bucking a national drop. Use of the nurse has increased significantly since a personnel change mid year.

Learning/ Ako/ Akoako	PC as a learning system	<ul style="list-style-type: none"> Introduced 2019-21 strategic plan Annual plan developed from strategic plan and regularly monitored by SLT & staff Faculty plans developed from faculty review process. Regularly monitored in faculty meetings and with SLT House plans introduced, developed and used to improve practice in houses Tri-annual reviews: Creative Arts, Languages, Maths, English, PE Appraisal goals discussed at least termly with a student inquiry focus for at least one 	<ul style="list-style-type: none"> Strategic and annual plans shared with parents groups SLT monitor and drive implementation of annual plan - agenda item. Staff meeting evaluations termly Faculty development plans to achieve school as well as faculty goals House development plans introduced to achieve school and house goals Reviews: Term 1 Languages (RMA), Term 1 Maths (CWO), Term 3 Creative Arts (RMA), Term 3 English (JP) Appraisal: Term 1 goals set with inquiry students identified, Term 2 & 3 reviews of goals and student progress, Term 4 evaluations 	RMA RMA HoF PL, JP & CWO SLT CWO
	Powerful Learners	<ul style="list-style-type: none"> Powerful learner matrix introduced and skills taught Digital literacy explored as an across school concept through the new curriculum Explore delivery of literacy across Ko te Hapori courses & more widely in 	<ul style="list-style-type: none"> Matrix introduced and used for goal setting. Skills taught in LC and reinforced in classes with agreed focus for different times Pedagogy workstreams for literacy and digital literacy (see below) Ko te Hapori literacy focus in most courses Engagement measure agreed with students and 	SLT, PL, LC VH & FKL VH JP

		<p>the school</p> <ul style="list-style-type: none"> Engagement in learning at school measure identified 	<p>trialled (see above)</p>	
Powerful Activators of Learning	<ul style="list-style-type: none"> Teacher matrix created Pedagogy (how we teach) workstreams: <ul style="list-style-type: none"> Growth Mindset and Powerful Learner Matrix Digital Pedagogy and Curriculum Culturally Responsive Pedagogies and Ākonga Māori SOLO taxonomy and Powerful Activator of Learning Matrix Universal Design for Learning Teaching as inquiry (Spiral) - teacher owned personal and professional learning - linked to appraisal 	<ul style="list-style-type: none"> Activator of Learning Matrix: Terms 1-3 workstreams exploring key elements of matrix, Term 4 evaluation and recommendations to whole staff. Subcommittee to develop matrix and staff to finalise ToD 2020 Pedagogy workstreams: Term 1 readings and planning Ko te Hapori actions, Term 2 & 3 trialled in Ko te Hapori and classrooms, Term 4 evaluation Teaching as Inquiry through the workstreams and appraisal (see above) 	<p>MJA</p> <p>JP, EAV, FKL, JSY, MJA, VH</p> <p>CWO</p>	
Powerful Leaders of Learning	<ul style="list-style-type: none"> CoL teacher appointed with responsibility for developing matrix in 2020 Further PLD and individual support for SLT, PLs, HoFs and CoL teachers, 	<ul style="list-style-type: none"> Term 4 Teacher appointed Chris Rowan courses and individual meetings with leaders. Term 1 course 'Coaching Training' 	<p>RMA</p> <p>JP</p>	
Powerful Learning Whānau	<ul style="list-style-type: none"> Guidelines developed with whānau consultation 	<ul style="list-style-type: none"> Guidelines developed in consultation with whānau Term 1 at separate meetings and a joint strategic meeting early Term 2 	<p>RMA & BOT</p>	
Raise student achievement	<ul style="list-style-type: none"> NCEA: PC 2018 Decile 1-3 2018/ 2019 PC Target <ul style="list-style-type: none"> Level 1 48% 55% / 55% Level 2 56% 67% / 60% Level 3 44% 55% / 50% UE 15% 26% / 20% Agree how we measure achievement 	<ul style="list-style-type: none"> Courses enable early success with credits on Kamar by the end of week 1 Term 2 Mahi Tahi support in the Term 2 & 3 holidays and end of year Academic tracking from the start of Term 2 Learning Conferences, with credit plans, at least once per term for each student to follow up goal 	<p>HoF</p> <p>RMA</p> <p>JP, CWO, PL, LC</p>	

		<p>in the junior school (Curriculum Levels, SOLO, PACT tool?)</p> <ul style="list-style-type: none"> • PLN focus on accelerating junior literacy, particularly reading 	<p>setting - to be shared with parents, along with current results</p> <ul style="list-style-type: none"> • Focus on attendance (see above) • Plan for consistent junior achievement measure • Rapid Reader programme for all junior students with identified needs 	<p>PL, LC JP & HoFs LN</p>
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Evaluation: 10/7 Faculty Plans have been more business as usual with innovative focus on KtH. New House Plans varied impact - strong in RG but now a shift in pastoral leader due to maternity leave. Key new issue is ownership of PL matrix which is part of a new PL plan initiated by them with Chris Rowan's support. Languages, Maths, English and Creative Arts Reviews booked in - the first three this term. PE being negotiated, also for this term. Digital literacy being led by FKL. JP has looked at engagement measures and nothing better than 'Me and My Schools' which we are using. Powerful of Activator Learning Matrix we decided to put off for a year as there was too much in this Annual Plan and teachers were stressed Term 1 planning for KtH. Raising Achievement early credit completion has gone well at Year 11 and 12 with 4 and 3% increases. Year 13 sitting 1% below. Fewer Learning Conferences due to only one LC per week Term 2 with timetable change. We need to pick this up in Term 3. We talked to HoFs and agreed junior achievement to be measured through curriculum levels. This needs further work. PLN has focused on shifting literacy. Rapid Reader programme is well launched. Pedagogy workstreams happened in Term 1 and are being relaunched as inquiries in Term 3.

Analysis of Variance January 2020

PC as a Learning System: plans are now well aligned strategic - annual - faculty/house. Discussions are more regular with the annual plan looked at with the whole staff during the year, although not termly. Key annual plan aspects are on the weekly SLT agenda with monthly reports to the BoT. HoFs also meet with the BoT annually and PLs will in 2020. Tri-annual reviews took place, except for PE, and are now a valued part of our system. This has become an area for embedding, rather than development.

Matrices: Powerful Learner Matrix was introduced, used for goal setting and revisited during the year. We are working on this as part of our Kahui Ako graduate profile and it may take a different shape from 2021 as other schools adopt it. The Activator of Learning matrix is being put off while we work on pedagogy and rework the Learner matrix. The Learning Whānau guidance, rather than a matrix, is being finalised.

Raise Student Achievement: we have already exceeded our NCEA targets at Levels 2 and 3 due to increased student ownership of learning developed through Learning Conferences, regular PL and SLT tracking and discussions and more targeted placement of students in relevant courses within and outside of school. UE results rose 5% and will reach our target with students currently completing standards. Level 1 January results were a real drop. Numbers of credits completed were lower in 2018 and 2019 due to a school wide focus on quality rather than quantity. Contributing factors in the low results in 2019 include: Term 2 with 8 days off timetable on Ko te Hapori (which only trialed a few credits), poorer results in PE and Science (with ongoing poor results in Social Sciences), late entries of credits from a number of teachers and dropping the 12 credit booklet previously done in Learning Coach. This booklet will be offered to the 23 students who are within 15 credits of passing. There are also some credits still to be entered. If they all passed, the final pass rate would be over 50%, but it will be lower.

NCEA:	PC 2018	Decile 1-3 2018	2019 PC Target	PC 2019 (Jan. 2020 figures)
o Level 1	48%	55%	55%	31%
o Level 2	56%	67%	60%	63%
o Level 3	44%	55%	50%	54%
o UE	15%	26%	20%	22%

We have agreed on a Curriculum Levels measure of junior achievement and all faculties are now working towards this and intend to report in levels in 2020. We are also agreeing a cross Kahui Ako measure based on the newly developed Porirua East Graduate Profile. PLN is now functioning very well with Rapid Reader and other programmes in use to increase achievement across the school.

Pathways / Araroa / Tariq طريق	Prepare students for their futures	<ul style="list-style-type: none"> Graduate profile development continued with the Porirua East Community of Learning Career pathways <ul style="list-style-type: none"> Ko te Hapori trialled in Term 2 and a 2020 model agreed Minded and Careers Central introduced and embedded with students Explore Year 10 work experience for 2020 60% of Year 13's have a clear pathway to their future 	<ul style="list-style-type: none"> Consultation on Porirua East Graduate Profile with Kahui Ako Ko te Hapori (see below) Negotiation with MoE about Year 10 work experience 2020 Year 13 Pathways planning Careers Central <ul style="list-style-type: none"> Year 9 - Minded Hexagon Year 10 - Profile & CV builder Year 11 - CV Assessment - Term One Year 12 - Career implications Year 13 - Next steps - pathway planning 	RMA RMA & GWA GWA, LJO, SLT & LC
	Curriculum development for real world experiences	<ul style="list-style-type: none"> Student centered Ko te Hapori courses offered Most Ko te Hapori courses involve outside trips and real world experiences Robust review of Ko te Hapori to drive 2020 curriculum changes 	<ul style="list-style-type: none"> Ko te Hapori: Term 1 planning, Term 2 trial, Term 3 Evaluation and planning for 2020, Term 4 KtH course preparation Sharing of Ko te Hapori planning - discussion at Curriculum Committee and HoF meetings Review and evaluation of Ko te Hapori - student, teacher, parent 	RMA, JP & VH VH VH & JP

Evaluation: 10/7 KtH was trialled and we are well on the way to agreeing a model. Careers Central is in use and there is a plan for Minded next term. Initial work experience information sharing agreed. KtH courses included many trips and real world experiences. We have collected data and looked at this as a whole staff. Planning has been done through Curriculum Committee. Will work with students and parents in a curriculum co-construction afternoon 28 August.

Analysis of Variance January 2020

Prepare students for their futures: The Graduate Profile has been agreed and is currently being designed for a launch at a joint Teacher Only Day early 2020. We continue to work on measures of achievement and aligning reporting and language across schools. Ko te Hapori was trialled successfully and is a fifth of our timetable for 2020 - Tuesday mornings and Thursday afternoons. Minded has had some use and Careers Central has been increasingly used, but more staff need to become proficient with it. Year 10 work experience was not possible, but increased connections with employers were developed, who came in to talk with students. 78% of Year 13s had a planned pathway when they left, although with two of the 68 it was looking for employment supported by a local youth agency.

Curriculum development for real world experiences: there was extensive consultation, to and fro, with students about Ko te Hapori courses for 2020 and whānau were also involved. All courses involved trips and/or real world experiences. There was a detailed review at the end of Term 2 with support from students, teachers and whānau to extend KtH to be an integral part of our curriculum. Some interesting data: 78% of students found their course very or quite interesting, 49% of teachers felt they developed their pedagogical practice and 87% of whānau thought we should offer similar courses in future.