



# Paraparaumu College Charter & Annual Plan 2017

## **Paraparaumu College – A Caring Community of Great Learners**

*Paraparaumu College is a caring community of great learners located at Paraparaumu on Wellington’s Kāpiti Coast. The majority of us live in Paraparaumu, Paraparaumu Beach, Otaihanga, Waikanae, Pekapeka and Te Horo.*

*We are a co-educational secondary school for students from Years 9 to 13. For the purposes of Ministry of Education funding Paraparaumu College is graded within decile 8, but our community is drawn from the whole range of Kāpiti’s socio-economic groups, reflecting New Zealand as a whole.*

*Of our 1200 students, approximately 150 identify as Māori. Some have connections to Te Ātiawa ki Whakarongotai, the tangata whenua of the area. This Strategic Plan outlines our work developing partnerships and approaches that reflect New Zealand’s cultural diversity and the unique position of Māori culture within Kāpiti and Aotearoa. Our practice is informed by the kaupapa of the “Kia Eke Panuku – Building on Success” programme. All our students have the opportunity to learn about tikanga Māori (Māori culture) and Te Reo Māori (Māori language).*

*Our aspirations for Paraparaumu College’s learners (both students and staff) are summarised through our “Great Learner” values. As a caring community, we aspire to be collaborative and active learners, respectful in our relationships with each other and effective self-managers.*

*The ‘PC Way’ outlines our approach to curriculum, the principles on which it is based and the practices we employ. Its emphasis is on personalising learning around student interest and need.*

*The Teacher-Led Innovation Fund project, led by Paraparaumu College staff, in partnership with Kenakena School, is a forum for developing our understanding the learning of students both at Paraparaumu College and prior to their arrival at the College.*

*Paraparaumu College is a “Positive Behaviour for Learning” School. Our focus through this Strategic Plan is reinforcing and extending our relational approaches.*

*Paraparaumu College has a strong record of student academic achievement, success in sport and the performing arts. Several of our teachers have been recognised for their leadership and teaching with national and international awards.*

*As a Wellington Loop school, we partner with other schools in our work transforming learning at Paraparaumu College in the digital age. We are also committed to extending and enhancing our relationships with other Kāpiti schools for the benefit of all learners in our area.*



# Paraparaumu College Strategic Plan 2017-2020



A Caring  
Community of  
Great Learners

PRINCIPLES

PRACTICES

RELATIONSHIPS  
OF CARE &  
CONNECTEDNESS

By teaching, modeling  
and acknowledging  
positive behaviour.  
By offering  
authentic, relevant  
and local contexts.

PERSONALISATION  
OF LEARNING

By giving choice and  
offering ownership of  
learning to students.  
By developing  
students' capacity and  
agency to learn.

PERSONAL  
EXCELLENCE

By setting high  
expectations.  
By enabling learning  
through doing.

ACTIVE  
LEARNING

By enabling  
innovation, inquiry  
and curiosity.  
By focusing on the  
use of knowledge to  
solve problems.

COLLABORATION

By students  
and staff learning  
together (reciprocal, ako).  
By collaborating with whānau  
and the wider community.  
By developing partnerships  
with Iwi and whānau.



## STRATEGIC PRIORITIES

As a result of extensive consultation with the Paraparaumu College community, the Strategic Planning Committee, including staff, students and Board identified three priority areas. Projects to support each area are listed below. The tables following these strategic priorities unpack these priority areas into time bound action plans

<b>Teaching Excellence</b>	<b>Learning Excellence</b>	<b>A Culture of Excellence</b>
<p><b><i>To attract, retain, develop and support high quality energetic teachers, leaders and staff</i></b></p> <ol style="list-style-type: none"> <li>1. Professional learning programmes and related structures are aligned and embedded into existing practice</li> <li>2. Opportunities to grow and develop staff are embraced</li> <li>3. Staff wellbeing is prioritised</li> <li>4. Ongoing opportunities for staff to have input into the development of the College are embraced</li> </ol>	<p><b><i>To inspire all students to achieve personal excellence in their learning</i></b></p> <ol style="list-style-type: none"> <li>1. The curriculum, timetable and related programmes are developed to reflect the 'PC Way'</li> <li>2. Careers programmes and partnerships are enhanced</li> <li>3. Culturally responsive practice is grown and supported</li> <li>4. The culture of self-review is developed</li> </ol>	<p><b><i>To enhance the culture of learning, whānau and community at Paraparaumu College</i></b></p> <ol style="list-style-type: none"> <li>1. Student wellbeing is tracked and enhanced</li> <li>2. Positive Behaviour for Learning approaches are extended to include restorative practice</li> <li>3. Opportunities to grow student leadership, belonging and participation are embraced</li> <li>4. Community partnerships and collaborations are sought and developed</li> <li>5. Reporting and interview structures are enhanced</li> <li>6. An international fee-paying student programme is introduced</li> <li>7. The property development programme supports the emphases of the 'Great Learner' values and the 'PC Way'.</li> </ol>

## STRATEGIC PRIORITIES IN DETAIL

### Priority Area #1 - To attract, retain, develop, and support high quality energetic teachers, leaders and staff

Objectives	Key Strategies	Status	Target Year 2017-2020
<b>Professional learning programmes and related structures are aligned and embedded into existing practice.</b>	The 'PC Way', which brings together learning from Kia Eke Panuku, Positive Behaviour for Learning and the Teacher-Led Innovation Fund project, is established as a navigational tool for teachers and their learning programmes.	Commenced and ongoing	2017
	The understanding about the personalisation of learning generated through the Teacher-Led Innovation Fund project is shared, considered and applied to teaching practice across the College.	Ongoing	2017-2020
	Appraisal processes, including classroom observation tools, are developed and refined to reflect the 'Great Learner' values and the 'PC Way'	Commenced and ongoing	2017
<b>Opportunities to grow and develop staff are embraced</b>	The Kāpiti Community of Learning concept is actively explored as a means of providing new career opportunities for staff.	Commenced and ongoing	2017-2020
<b>Staff well-being is prioritised</b>	School-wide initiatives are connected and rationalised with the aim of supporting staff and their wellbeing.	Commenced and ongoing	2017-2020
	Staff well-being is monitored and initiatives to support staff wellbeing are introduced.	Focus for 2017	2017
<b>Ongoing opportunities for staff to have input into the development of the College are provided</b>	The meetings in which teachers discuss the renewal of their Education Council Practising Certificates with the Principal are extended to allow teachers to also share their ideas about enhancing the Paraparaumu College community and its programmes.	New focus starting in 2017	2017-2020
	Opportunities for all members of the non-teaching staff to meet regularly with the Principal and other senior leaders to discuss their ideas about enhancing the Paraparaumu College community and its programmes are introduced.	To start in 2017	2017

## Priority Area #2 - To inspire all students to achieve personal excellence in their learning

Objectives	Key Strategies	Status	Target Year 2017-2020
<b>The curriculum, timetable and related programmes are developed to reflect the 'PC Way'</b>	The curriculum and timetable review is completed and subsequent changes introduced	Review started	2017-2018
	A rigorous, school-wide approach to assessment in Years 9 and 10 is developed and introduced.	To be developed in 2017	Implemented in 2018
	The tracking of student achievement, with targeted interventions, is extended to include Year 9 and 10 students.	To be developed in 2017	Implemented in 2018
	The Gifted and Talented Programme is resourced so that it can be expanded and enhanced.	Ongoing	2018
	Consideration is given to extending the place of coding within the Paraparaumu College curriculum.	Focus for 2017-2018	2018-2020
<b>Culturally responsive practice is grown and supported</b>	The Te Ako Patuia plan is reviewed, developed in light of Kia Eke Panuku and used as a basis for growing culturally responsive practice in the College.	Review to begin in 2017	2017-2020
<b>Careers programmes and partnerships are enhanced</b>	The Careers programme within the College is enhanced and extended to aid course selection, tertiary connections and work readiness.	Commenced and ongoing	2017-2020
	Vocational Pathways are utilised as a means of aiding student focus and achievement as they move through the school.	Focus for 2017	2017-2020
	Partnerships with employers and tertiary providers are developed and grown to provide increased and authentic curriculum opportunities for students, especially for Year 13 students.	Commenced and ongoing	2017-2020
<b>The culture of review and evaluation is developed</b>	A review of Paraparaumu College's supported learning and special needs programmes is undertaken with recommendations implemented.	To be completed in 2017	2017
	Opportunities are sought to extend the use of the 'Great Learner' values (CARE) into reporting and programme evaluation.	Focus for 2018-2019	2018-2019

### Priority Area #3 - To enhance the culture of learning, whānau and community at Paraparaumu College

Objectives	Key Strategies	Status	Target Year 2017-2020
<b>Student wellbeing is tracked and enhanced</b>	NZCER's "Wellbeing @ School" resource (or similar) is utilised as a tool for tracking student wellbeing and enhancing the experience of all students within the school community	Focus for 2018	2018-2020
<b>Positive Behaviour for Learning approaches are extended to include restorative practice</b>	The Positive Behaviour for Learning programme (CARE) is enhanced through a focus on teaching behavioural expectations, developing consistent and relevant outcomes for students and through the development of restorative practices within the College community.	PB4L Tier 2 and Restorative 2017-2018	2017-2018
<b>Opportunities to grow student leadership, belonging and participation are embraced</b>	The House system is extended and enhanced in order to grow leadership, belonging and school spirit.	Ongoing	2017-2020
	Student participation in both extra-curricular sport and extra-curricular arts is tracked and coordinated with the aim of increasing participation and balancing students' programmes.	Ongoing	2017-2020
	The Kapa Haka rōpū is grown and strengthened.	Focus for 2017	2017-2020
<b>Community partnerships and collaborations are sought and developed</b>	A Memorandum of Understanding is sought with Te Ati Awa ki Whakarongotai and if appropriate developed in partnership with them.	Commenced and ongoing	2017
	The Kāpiti Community of Learning concept is actively explored with the aim of improving collaboration between schools to raise student achievement.	Commenced and ongoing	2017-2020
<b>Reporting and Interview structures are enhanced</b>	The processes surrounding the use of the parental portal are streamlined to make reporting more responsive to parent and student need.	Focus for 2018	2018-2020
	The Student/Teacher/Parent interview structures are reviewed and developed	Focus for 2019	2019-2020



<b>An International fee-paying student programme is introduced</b>	An international fee-paying student programme is introduced	Commenced and ongoing	2017-2020
<b>The property programme the 'Great Learner' values and the 'PC Way'</b>	The College's new entranceway and subsequent landscaping and planting provide an attractive and welcoming environment for students, whānau, staff and visitors.	Underway	2017
	The Administration Block is remediated and redeveloped into a 'student hub'	Architect's drawings complete	2017
	The Culture Centre, including a new Te Reo Māori teaching space, is developed	Tender process for architect underway	2018
	An upgrade of the Technology facilities is completed.	Delayed till 2019	2019
	An upgrade of the Paraparaumu College Library is scheduled.	More consultation needed	2020
	Maintenance and aesthetic projects within the College are prioritised in order to enable the fulfilment of the caring community vision of the College.	ongoing	2017-2020
	The College actively engages with the Kāpiti District Council's Facilities Review and related opportunities with the aim of enhancing sporting and Physical Education facilities and developing community relationships.	Focus for 2017	2017



## Paraparaumu College Operating Plan 2017

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## 1. 2017 Achievement Goals

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This Operational Plan is designed to raise student achievement in order to meet the following goals:

### **Māori**

- *90% of all Māori students who leave Paraparaumu College gain NCEA Level Two (public service target – 85%)*

### **Boys**

- *90% of all boys who leave Paraparaumu College gain NCEA Level Two (public service target – 85%)*

### **Pasifika**

- *90% of all Pasifika students who leave Paraparaumu College gain NCEA Level Two (public service target – 85%)*

### **Level One**

- *90% of all Year 11 students (roll-based\*) gain NCEA Level One (214/237 students)*
- *20% gain excellence certificate endorsements (47/237 students)*

### **Level Two**

- *90% of all Year 12 students (roll based\*) gain NCEA Level Two (207/230 students)*
- *20% gain excellence certificate endorsements (46/230 students)*

### **Level Three**

- *78% of all Year 13 students (roll-based\*) gain NCEA Level Three (153/191 students)*
- *87% of Year 13 students (participation-based\*\*) gain NCEA Level Three*
- *75% of Year 13 students (participation-based\*\*) gain University Entrance*
- *20% gain excellence certificate endorsements (38/191 students)*

### **NZ Scholarship**

- *25 scholarship awards won*

*\*This includes all students enrolled in a particular year level.*

*\*\* This refers to all students enrolled in a programme of assessment which will allow achievement at Level Three or University Entrance.*

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## **2017 OPERATIONAL OBJECTIVES**

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### **Priority Area #1 - To attract, retain, develop, and support high quality energetic teachers, leaders and staff**

Objective: **Professional learning programmes and related structures are aligned and embedded**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The 'PC Way', which brings together learning from Kia Eke Panuku, Positive Behaviour for Learning and the Teacher-Led Innovation Fund project, is established as a navigational tool for teachers and their learning programmes.	'PC Way' developed, promoted and utilised.	April 2017.
The understanding about the personalisation of learning generated through the Teacher-Led Innovation Fund project is shared, considered and applied to teaching practice across the College.	Staff professional learning programme includes focus on the learning from this project.	December 2017.
Appraisal processes, including classroom observation tools, are developed and refined to reflect the 'Great Learner' values and the 'PC Way'.	New classroom observation tool developed, utilised and reviewed.	April 2017.

Objective: **Staff well-being is prioritised**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
Staff well-being is monitored and initiatives to support staff wellbeing are introduced.	Staff well-being is a fixed agenda item at Senior Leadership meetings. At least two initiatives implemented to support staff wellbeing.	December 2017

Objective: **Ongoing opportunities for staff to have input into the development of the College are provided**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The meetings in which teachers discuss the renewal of their Education Council Practising Certificates with the Principal are extended to allow teachers to also share their ideas about enhancing the Paraparaumu College community and its programmes.	2017 meetings incorporate this wider focus.	December 2017.
Opportunities for all members of the non-teaching staff to meet regularly with the Principal and other senior leaders to discuss their ideas about enhancing the Paraparaumu College community and its programmes are introduced.	Three opportunities are provided.	December 2017.

**Priority Area #2 - To inspire all students to achieve personal excellence in their learning**

Objective: **The curriculum, timetable and related programmes are developed to reflect the 'PC Way'**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The curriculum and timetable review is completed and subsequent changes introduced	Review finalised with new structure in place for 2018.	Review finalised April 2017. New structure in 2018.
A rigorous, school-wide approach to assessment in Years 9 and 10 is developed and introduced.	Approach developed and embedded by start of 2018.	December 2017
The tracking of student achievement, with targeted interventions, is extended to include Year 9 and 10 students.	Approach developed and embedded by start of 2018.	December 2017
The Gifted and Talented Programme is resourced so that it can be expanded and enhanced.	A report of Gifted and Talented offerings is made to the Board of Trustees.	October 2017
Consideration is given to extending the place of coding within the Paraparaumu College curriculum.	Decision made as part of curriculum review.	April 2017



Objective: **Culturally responsive practice is grown and supported**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The Te Ako Patuia plan is reviewed, developed in light of Kia Eke Panuku and used as a basis for growing culturally responsive practice in the College.	Revised plan developed.	August 2017.

Objective: **Careers programmes and partnerships are enhanced**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The Careers programme within the College is enhanced and extended to aid course selection, tertiary connections and work readiness.	A report on developments in Careers and Transition is provided to the Board.	November 2017.
Vocational Pathways are utilised as a means of aiding student focus and achievement as they move through the school.	A report on developments in Careers and Transition is provided to the Board.	November 2017.
Partnerships with employers and tertiary providers are developed and grown to provide increased and authentic curriculum opportunities for students, especially for Year 13 boys.	A report on developments in Careers and Transition is provided to the Board.	November 2017.

**Priority Area #3 - To enhance the culture of learning, whānau and community at Paraparaumu College**

Objective: **Positive Behaviour for Learning approaches are extended to include restorative practice**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The Positive Behaviour for Learning programme (CARE) is enhanced through a focus on teaching behavioural expectations, developing consistent and relevant outcomes for students and through the development of our restorative practices within the College community.	Milestone requirements for PB4L Restorative and 'Tier 2' are met.	December 2017.

Objective: **Opportunities to grow student leadership and belonging are embraced**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The Kapa Haka rōpū is grown and strengthened	Numbers of students consistently involved in group increases. Group performs at three significant events.	December 2017

Objective: **Community partnerships and collaborations are sought and developed**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
A Memorandum of Understanding is sought with Te Ati Awa ki Whakarongotai and if appropriate developed in partnership with them	MOU is developed and partnership develops as a result.	July 2017.

Objective: **An international fee-paying programme is introduced**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
An international fee-paying programme is introduced	Policies and procedures developed with first students recruited and enrolled	October 2017.

Objective: **The property programme supports the emphases of the ‘Great Learner’ values and the ‘PC Way’**

<b>Actions</b>	<b>Measure</b>	<b>Date of Delivery</b>
The College’s new entranceway and subsequent landscaping and planting provide an attractive and welcoming environment for students, whānau, staff and visitors.	Entranceway and landscaping completed.	March 2017.
The Administration Block is remediated and redeveloped into a ‘student hub’	Project completed.	December 2017.
The Culture Centre, including a new Te Reo Māori teaching space, is developed	Plans and timeline for completion confirmed.	December 2017.
The College actively engages with the Kāpiti District Council’s Facilities Review and related	College is engaged in review	July 2017.



opportunities with the aim of enhancing sporting and Physical Education facilities and developing community relationships.	with report provided to the Property Committee.	
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