



Analysis of Variance on 2019 targets and goals

1. 2019 Achievement Goals

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%)
Leaver data requested, but not currently available until mid 2020
Our most up to date leaver data on the educationcounts website is included below and covers 2016-2018

Pasifika

- 90% of all Pasifika students who leave Paraparaumu College gain NCEA Level Two (public service target – 85%)
Leaver data requested, but not currently available for 2019 until mid-2020

Table 1: School leavers with at least NCEA level 2 or equivalent by gender and ethnic group (2016-2018)

Group	Below NCEA level 2			NCEA level 2 or above			Percentage with NCEA level 2 or above		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Female	10	10	19	104	110	100	91.2	91.7	84.0
Male	22	24	14	106	94	103	82.8	79.7	88.0
Māori	6	11	4	20	24	26	76.9	68.6	86.7
Pacific	1	3	1	11	10	11	91.7	76.9	91.7
Asian	0	2	3	6	13	11	100.0	86.7	78.6
MELAA	x	x	x	x	x	x	x	x	x
Other	x	x	x	x	x	x	x	x	x
European/Pākehā	25	27	28	187	180	184	88.2	87.0	86.8
Total	32	34	33	210	204	203	86.8	85.7	86.0

2018 Māori & Pasifika leavers data was in line with goals for that year, which were the same goals for 2019. We were just under the goal for achievement data for Māori in 2018 and had met goals for Pasifika students.

Boys

- 86% of Year 11 boys get NCEA Level 1
87.9% of Year 11 boys achieved NCEA Level 1 (national average: 66.4%/Decile 8-10 average 72.0%)
- 88% of Year 12 boys get NCEA level 2
91.9% of Year 12 boys achieved NCEA Level 2 (national average: 74.7%/Decile 8-10 average 80.5%)
- 90% of all boys who leave Paraparaumu College gain NCEA Level Two (public service target – 85%)
Leaver data requested, but not currently available until mid-2020

Provisional: School Leavers (2014-2018) with NCEA level 2 or above at Paraparaumu College

Ethnic Group		2014	2015	2016	2017	2018
Māori	Number	21	30	20	24	26
	% of Total	61.8%	81.1%	76.9%	68.6%	86.7%
Pacific	Number	3	5	11	10	11
	% of Total	75.0%	83.3%	91.7%	76.9%	91.7%
European/Pākehā	Number	180	208	187	180	184
	% of Total	80.4%	84.2%	88.2%	87.0%	86.4%
Female	Number	102	139	104	110	101
	% of Total	87.2%	89.1%	91.2%	91.7%	83.5%
Male	Number	101	99	106	94	102
	% of Total	74.3%	78.0%	82.8%	79.7%	87.9%
Total	Number	203	238	210	204	203
	% of Total	80.2%	84.1%	86.8%	85.7%	85.7%

Leaver data available for 2014-2018 shows increasing improvement in boy's leaver data.

Level One

- *86% of Year 11 students achieve NCEA Level 1 (236 of 275)
90.7% of Year 11 students achieved NCEA Level 1 (national average 70.6%/Decile 8-10 average 78.8%)*
- *28% gain excellence certificate endorsements (77 of 275)
21.2% of Year 11 students gained an excellence endorsement (National average 19.9%/Decile 8-10 average 28.2%)
This was an improvement from 2018, 2016 and 2015 endorsement rates, but not as high as the 2017 cohort who have continued to show outstanding results on their way through the college.*

Level Two

- *88% of all Year 12 students gain NCEA Level Two (237/270 students)
90.8% of Year 12 students achieved NCEA Level 2 (national average 77.4%/Decile 8-10 average 84.2%)*
- *25% gain excellence certificate endorsements (67/275 students)
18% gained excellence endorsements (National average 16.6%/Decile 8-10 average 23.8%)
This was a drop in excellence endorsements for Level 2 from the previous year (a very high achieving cohort that achieved very good NCEA level 1 results also) and while sitting between national and decile data it is an area we wish to see improving again in 2020.
Supporting students to achieve excellence in their understanding and learning through expert teaching learning is where this starts. Then building school culture that supports success. We do this by building and communicating high expectations, celebrating success and supporting students to achieve personal excellence, which for many will include endorsements.*

Level Three

- *75% of all Year 13 students gain NCEA Level Three (149/199 students)
76% of Year 13 students gained NCEA Level 3 (national average 67.2%/Decile 8-10 schools 76.9%)*
- *70% of Year 13 students gain University Entrance
56.1% of Year 13 students gained UE (national average 49.3%/Decile 8-10 average 65.3%)
University entrance results nationally have continued to fall. This has been widely reported in media as more students chose valid, but non-university pathways beyond school. Our challenge and a goal for 2020 is to ensure we stop any reduction of students gaining NCEA as a national trend and support students to gain the award so they have a choice of options beyond completion of high school, even if as they go through Year 13 they don't anticipate taken up that option.*
- *18% gain excellence certificate endorsements (35/199 students)
20.1% of Year 13 students gained an excellence endorsement (national average 14.8%/Decile 8-10 average 19.4%)*

A very pleasing result from this cohort who have consistently achieved well above Decile 8-10 results.

NZ Scholarship

- *25 scholarship awards won*
33 scholarships were achieved, including 3 outstanding scholarships were attained across a range of subjects: Technology (2), Statistics (1), Physics (4), Music (1), History (1), Health & PE (7) and (2) Outstanding scholarships, Geography (2) and (1) outstanding scholarship, English (2), Economics (3), Chemistry (3), Calculus (2), Biology (2)

Year 9 & 10

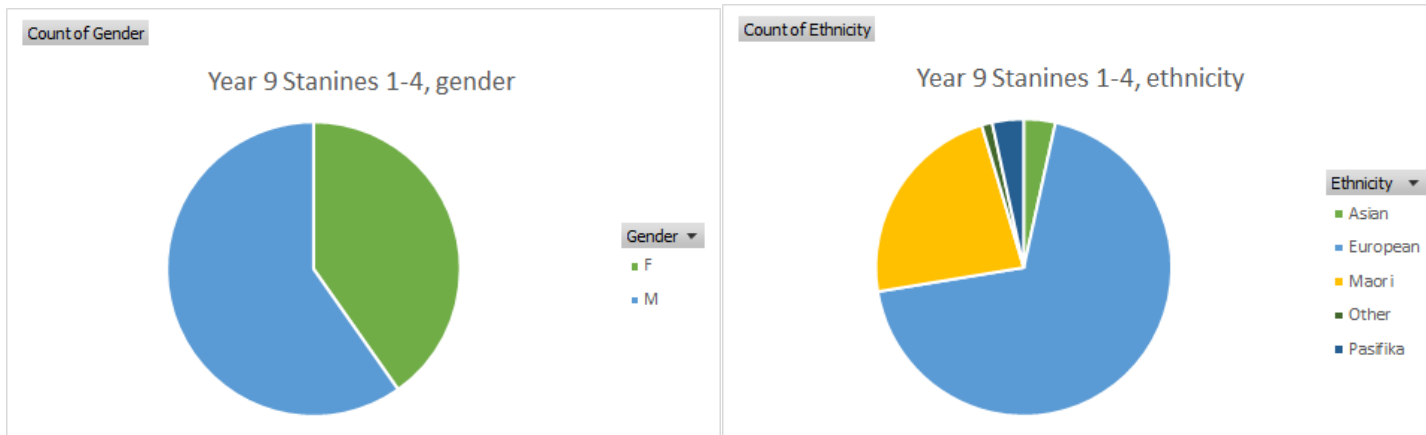
- *100% of Stanine 2-4 students show accelerated learning in literacy in Year 9*
- *100% of Stanine 2-4 students show accelerated learning in literacy in Year 10*
- *100% of Stanine 2-4 students show accelerated learning in numeracy in Year 9*
- *100% of Stanine 2-4 students show accelerated learning in numeracy in Year 10*

Literacy Testing 2019

Regretfully, because of changes in personnel and a range of other things, these data need a preface. That is to say that these data are patchy and difficult to draw any robust conclusions from. Nonetheless, the following paints a rough picture of our priority learners and their reading comprehension.

Year 9 2019

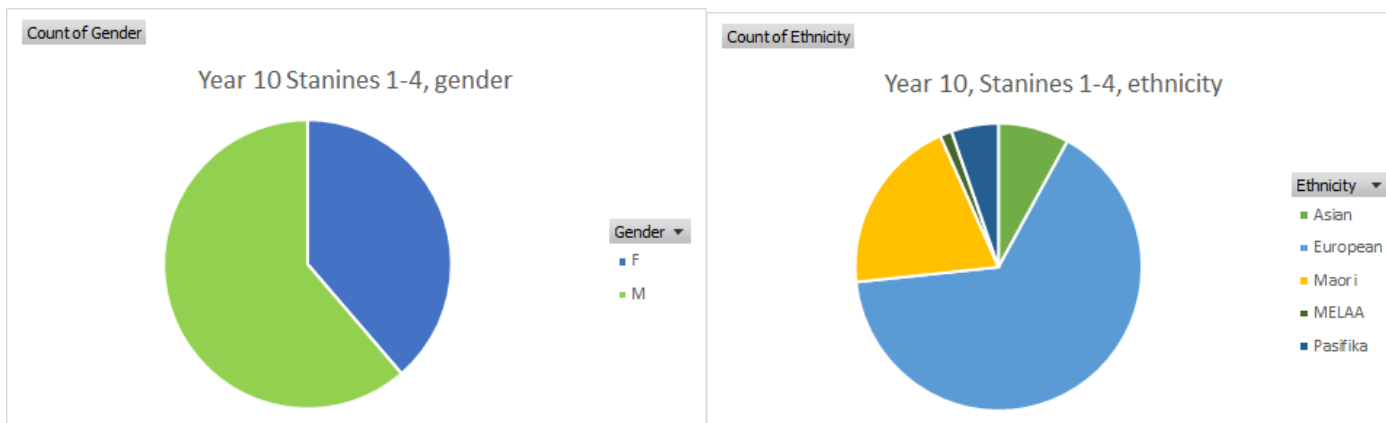
87 students made up stanines 1-4 (stanine 1 - 1; stanine 2 - 5; stanine 3 - 22; stanine 4 - 59) in PAT Reading Comprehension. The ethnic and gender makeup of this sample are:



Of these students, 74 were tested again at the end of the year providing test/re-test data. 45% of students made a statistically significant progression over the course of the year and 5% of students made a statistically significant regression. Thus 50% of students' scale scores did not shift significantly above or below the margin of error.

Year 10 2019

75 students made up stanines 1-4 (stanine 1 - 4; stanine 2 - 29; stanine 3 - 20; stanine 4 - 22) in PAT Reading Comprehension. The ethnic and gender makeup of this sample are:



Of these students, 54 were tested again at the end of the year providing test/re-test data. 53% of students made a statistically significant progression over the course of the year and 2% of students made a statistically significant regression. Thus 45% of students' scale scores did not shift significantly above or below the margin of error.

Issues with testing which we are examining

The following are some issues that arose from the testing in 2019 and what has been (or what has been planned to) put in place to ameliorate them:

Issues	Considerations
<p>Gaps in testing A lot of gaps in the testing, particularly at the end-of-year. This also tends to affect our priority learner more so than other students.</p>	<ul style="list-style-type: none"> • Greater onus on classroom teacher to organise catch-up tests in E1; • Run bulk catch up sessions; • Request the assistance of rōpū teachers to complete; • Move end of year testing earlier in term 4 to allow the time to catch students up.
<p>Testing of dyslexic students Without the assistance of reader/writers, our dyslexic students often struggle to complete tests 6 & 7 and therefore their result does not reflect their ability. A key practice was not implemented in 2019.</p>	<ul style="list-style-type: none"> • Re-implementing JFF & TIA's practice of using test 5 with simpler reading material to test our dyslexic students to allow them to complete the test. Their stanine is no longer comparable to others in years 9 & 10 but their scale scores are.
<p>Disengagement with testing Students report finding the tests difficult to engage with -particularly the mode of assessment with booklet and paper - and attribute their results to this.</p>	<ul style="list-style-type: none"> • There is the option to sit PAT Reading Comprehension online which allows students to read in a way that is more familiar to them and allows them to utilise online reading tools that we encourage them to use such as highlighting & definitions. These were explored for 2020 but considered too higher cost at this point. We will revisit later this year for 2021.

Numeracy 2019

While the Mathematics administered the PAT test at the beginning of the year, they did not retest again in term 4. It is therefore difficult to report on specific progress against the set goals without the same testing programme at the beginning and end. The Maths department does not have a way of measuring numeracy as a whole, but instead measure progress in each of the curriculum strands. Number and Algebra were a key focus for the department at junior level for 2018 and 2019. Māori students follow a similar pattern to the whole cohort, with the greatest disparity seen in the M6 - E8 area. Analysis of Year 9 number showed an overall normal distribution of results with most students attaining a positive outcome from this topic. Students should be well prepared progressing to Year 10 in 2020. There Year 10 number results showed a skew of results towards the High Excellence, from previous year results of this cohort in Year 9 does not suggest such a shift likely. This could indicate the assessment marking criteria needs to be reviewed for 2020. However, there was an overall good distribution of results with most students attaining a positive outcome from this topic. Students should be well prepared progressing to Year 11 in 2020.

The Mathematics Department are working with SLT as we move forward in 2020 to develop tools to measure progress in line with the PC Way and to enable progress of students to be shown overtime and identification of students at risk to be undertaken. This is identified as a priority need within the College for 2020.

Annual Report – reflections on school goals.

2019 STRATEGIC PRIORITIES

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

Objective: **Opportunities to grow and develop staff are embraced**

Actions	Measure	Date of Delivery
Staff are supported through opportunities for increased professional learning through: creation of the Senior Leader role, support to study, hosting Mindlab and restorative training, application for TLIF fund	Staff take opportunities offered	Dec 2019
Senior leadership role created and appointed to. Goal of tracking student progress as part of this role successfully implemented. Excellent ongoing tracking and intervention led to very pleasing student achievement outcomes. Three staff received 32 week study awards, one sabbatical granted and 3 study grants (0.2). Paraparaumu College hosted a 32 week Mindlab course and two staff completed this. A number of staff completed a range of restorative trainings. TLIF was applied for and the application was successful. This collaboration between PC, Kenakena and Paraparaumu Beach Primary focusses on student transition between primary and secondary. School wide PL targeted strategic areas of development with staff able to also opt into areas of personal development.		
Success of staff is celebrated and promoted to our community.	Media publications and promotions Website reviewed	Dec 2019
Website, social media (facebook and twitter) and newsletters used to promote success of staff and students. A budget has been allocated for 2020 to refresh the school website.		

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

Actions	Measure	Date of Delivery
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<p>The principles of the PC Way are used to guide teaching and learning and inform Professional Learning programmes.</p>	<p>Revised PC Way published</p>	<p>April 2019</p>
<p>A revised PC Way was developed which had three foundational school priorities: 1. Achieving the highest equitable outcomes for each of our students 2. Developing future ready courageous learners 3. Fostering connectedness and belonging for all ākonga. The principles of the PC Way were changed to six principles and 12 practices. This is the guide for the college in all our decision making, helping us to keep our priorities at the forefront of all we do with a framework to help guide us towards achieving these priorities. Thursday morning professional development sessions were structured almost exclusively around the six principles and led largely by PC staff. Staff survey data demonstrated an increase in staff confidence and understanding of the PC Way and application within their practice.</p>		
<p>Structures and frameworks, as well as capability building of staff are prioritised in order to support them confidently exploring the work within Ngā Rōpu Ako.</p>	<p>Professional learning provided. Feedback sought from staff.</p>	<p>December 2019</p>
<p>The termly meeting cycle established rōpū meetings on Mondays and Tuesdays to provide opportunities for rōpū teachers to meet. Staff professional learning options included professional development on cooperative learning, planning documents on integrated curriculum ideas were shared through a central resource area, a senior leadership team member aligned with each rōpū to support staff in each group.</p>		
<p>Emphasis on improved student outcomes is embedded within teacher inquiry.</p>	<p>Professional Learning conducted to support staff to prioritise inquiry around improved outcomes. Evident in appraisal documentation.</p>	<p>December 2019</p>
<p>This was promoted following feedback from ERO on teacher inquiry and formed parts of appraiser initial discussion with staff at the beginning of 2019. A focus on disparities of learning based on achievement data informed teacher inquiries and resulted in professional learning groups established around this areas. Settlement of the PPTA collective employment agreement in 2019 and subsequent outcomes of the Accord have resulted in the requirement of compliance-based appraisal and teacher inquiry in favour of to a high trust model, where teachers are encouraged to:</p> <ul style="list-style-type: none"> ● Have professional conversations with each other. ● Undertake an annual lesson observation (two for PCTs). ● Engage in reflective practices. ● Undertake professional learning and development. ● Have brief documentation of the above, not create evidential documents. 		

Appraisal processes at PC have been modified to reflect these new guidelines.		
Professional learning to support the use of data (small and big) to improve student outcomes is prioritised.	Professional learning to support use of different forms of data in inquiry and evaluation.	December 2019
As above, a range of data sources was encouraged within inquiry, the emphasis being on data that gave evidence towards improved student outcomes.		
Inquiry and Appraisal processes are supported by professional learning, coaching and mentoring frameworks	MOE contract of 200 hours of support used to assist in this regard (Susan Arrowsmith).	December 2019
We were successful in being awarded a professional learning support contract which gave 200 hours of professional development, mentoring and guidance. We contracted independent consultant Susan Arrowsmith to run a range of one-to-one coaching, group mentoring (departmental/professional learning groups) and staff professional learning. 90 hours was used 2019, allowing the contract to continue in 2020. Middle leaders were trained in coaching processes to support appraisal		

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

Actions	Measure	Date of Delivery
Wellbeing (staff & student) is incorporated as a principle into the PC Way. Staff wellbeing is prioritised and taken into account within school decision making at all levels.	Staff well-being is a fixed agenda item at Senior Leadership meetings. At least two initiatives implemented to support staff wellbeing.	February 2019
Staff and student wellbeing is considered as part of all decisions made, this was an important mindset to have as part of all SLT discussions and decisions. A key example of this was the conscious decision to minimise split classes across the school as this was identified as a significant wellbeing concern for staff. In timetabling over 2019, for 2020, the Board budgeted for additional staffing to minimise split classes. There were 20 split classes in 2018, there were 18 split classes in 2019 and only three in 2020. This was a significant decision made to support staff wellbeing. This decision also supported student feedback as split classes, particularly where teachers taught different classes at the same time, rather than topic by topic, were not favoured by students. Other initiatives, such as weekly staff celebrations through "I appreciate" and Steptember promote wellbeing in a more ongoing way. A staff strategic wellbeing group was established.		

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'**

Actions	Measure	Date of Delivery
Feedback from the 2018 review of Ngā Rōpu Ako is taken into account as part of planning and improvements in 2019	Appropriate changes made based on the review – including articulated vision	December 2019
<p>A summary report generated in 2018 was used by the Ngā Rōpū Akō steering group in planning in 2019. An overview of the vision and educational principles underpinning this initiative can be found here. The steering group meets regularly to help with planning to achieve the vision for Ngā Rōpū Akō. A new initiative for 2019 was the rōpū learning challenge days in which timetables were collapsed and rōpū worked on 3 day cross-curricular learning challenges.</p>		
A sustainable, systemic approach to senior student tracking and intervention is developed.	Coordinated approach in place as part of Senior Leader 2019 project	May 2019
<p>A senior leader position was created and a middle leader moved into the senior leadership team with the goal of providing professional development opportunities for middle leaders in the school while also allowing for a special project to be undertaken. The project for 2019 was to develop a sustainable, systematic approach to senior student tracking and intervention. This involved this senior leader monitoring student achievement over the year and working with Deans to develop coordinated interventions. The success of this initiative can be seen with the improved achievement rates in 2019.</p>		
A plan to identify and accelerate the learning of students below expectation in Year 9 & 10 is developed.	Plan coordinated and implemented, this is identified as SLT portfolio priority.	April 2019
<p>A member of SLT implemented a tracking strategy for Year 9 and 10 students and rōpū groups were presented PAT achievement data at the beginning of the year to enable them to identify students, share teaching strategies and effective approaches to support these learners. Full staff professional development was undertaken to share effective use of PAT data. This process needs for development into 2020 and the appointment of a new HOD English had school-wide literacy as part of the job advertisement and the appointed person to this position will work with key others in 2020 to help further this goal.</p>		

A review of boys' achievement and school involvement at all levels is conducted and findings used to inform planning to improve outcomes for boys where identified.	Review completed. Plan formulated	June 2019
Deferred to 2020		
Ensure cross-curricular consistency in using the JAF and expand its use into Year 10.	Framework developed into Year 10	December 2019
Junior assessment framework, based on solo taxonomy, has been expanded into Year 10 and is reported to parents and overall achievement reported annually in departmental annual reports.		
A literacy and numeracy plan for Year 9 & 10 is developed.	A strategy developed	December 2019
School-wide junior literacy and numeracy strategy deferred to 2020 following the appointment of the new HOD English.		
A review of the current timetable structure is completed.	Decisions of any changes are made by end of Term One, 2019.	April 2019
Review completed and timetable changes retained and embedded. Major issue identified through this process was shared classes. While there was not any clear data that indicated shared classes in of themselves affected student achievement, it was clear from both staff and students there were preferred ways for them to operate and constraints on timetabling meant the desired flexibility to teach units separately wasn't always achievable. This created wellbeing concerns for staff and students and so a commitment to minimise shared classes in timetabling for 2020, through additional staffing, was adopted with Board support.		
Explore ways to be flexible, collaborative and creative with assessment to meet student need and wellbeing.	Input sought from curriculum leaders and students around how this can be further enhanced in the college	July 2019
A mindset of adaptability to meet student needs while retaining the integrity of the NZQA qualifications guidelines was discussed at Curriculum Leadership Group level and the assessment guidelines modified accordingly. Deans worked adaptably with students to help them achieve their learning goals, this could at time involve offsite learning using community and tertiary providers. Six students worked through trades academy as a pilot, this was expanded as enrolments for 2020 took place.		
Develop school-wide model of evaluation. Embed culture of evaluation practice and upskill staff as needed.	Support through MOE PL fund to develop evaluation capability	Dec 2019
SLT have embedded working evaluatively in any initiatives and are data focussed in considering changes as required.		

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

Actions	Measure	Date of Delivery
Actions within The PC Partnership plan are prioritised and implemented	Identification of plan priorities and these implemented.	ongoing
Using culturally responsive practices made explicit within the revised PC Way (previously it was implicit). Kia Eke Panuku team continue to assess culturally sustaining practices in the college through ongoing lesson observations and report findings to staff. Professional development offered by Kia Eke Panuku team through PL cycle.		

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

Actions	Measure	Date of Delivery
1. Strengthen and extend careers education throughout the school to link course selection, pathway planning and opportunity awareness for students at all levels.	Careers central well used at all levels	ongoing
<p>Professional development and support for all staff in Careers was facilitated in 2019 and will continue in 2020. All teaching staff were not only given professional learning about the future of work, career management competencies and tertiary and vocational updates, but were given lessons on how to use our whole school career development digital software Career Central and Minded.</p> <p>Form teachers mentored, supported and monitored students during the year to identify self-awareness of strengths, interests, values and goals, develop opportunity awareness, to keep subject options and future pathways open and make good decisions about course selection.</p>		

In August classes were collapsed for the day for whole school Careers and Conferencing. This day was prior to subject and course selection for 2020. Students were offered a 15 minute career planning session with their form teacher and their parents, and this coincided with a big Careers Expo held in the school auditorium.

Our Careers Hub is now a central part of Te Manawa our administration block. What the Careers Department has to offer is now more accessible and visible. We have also increased our presence on Social Media, to ensure that students can see what opportunities are available to them.

2. Develop and grow partnerships with employers, community, industry and tertiary providers to provide increased and authentic curriculum opportunities for students.	HOD Careers visiting or having visits from providers	December 2019
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We have grown our relationship with Work Ready Kapiti. In 2018 we didn't have any students graduate with the Work Ready Kapiti Passport and in 2019 we had 15.

We have strengthened our relationship with the Wellington Trades Academy. We had three students at WTA in 2019 and in 2020 we have enrolled 14.

We had 57 students on the Gateway programme, strengthening our links with local employers.

All eight Universities visited us twice for recruiting and enrolment purposes and we took students on multiple visits to Massey Palmerston North, Massey Wellington and Victoria University.

Yoobee Wellington voted us in their top five schools for participation in their programmes.

We held a successful parents evening with fourteen ex-students returning to share their journey and successes in the world of work.

3. Develop an authentic, future focused, work ready curriculum for the Career Academy classes.	Courses enhanced to meet student need	July 2019
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In 2019 our inquiry focus for the teachers of the Careers Academy was: If we provide more authentic learning experiences, to what extent does it encourage engagement and commitment to be work ready?

After reviewing the feedback we gained in our end of year student survey we found that indeed our students responded well to authenticity and future focused teaching. Feedback showed that the more authentic the context the higher the students rated their learning. The activities they said that they benefited from and enjoyed the most were the ones that we brought employers in from the community for or where our students went out to visit or work with employers.

All students in the Careers Academy classes were offered a Gateway placement.

The Employee Speed Meet showed very high engagement. The students took the evening seriously and feedback from the employers said that our students were more prepared than any other students they had interviewed.

Another very successful authentic learning opportunity was our involvement in the Work Ready Passport, a Kapiti Chamber of Commerce initiative. We had 15 students complete the passport and Paraparaumu College was awarded a trophy for the best school participation on the Coast.

Although we have tried to foster cooperative learning this year (which we saw as being a way to help foster authenticity and future focused essential skills), our students have been reluctant to work collaboratively to achieve a common goal. Pairs are often a chosen mode for co-operative learning, however bigger groups are shied away from. We will continue to find a way to increase collaboration in 2020.

In 2019 our Careers Academy classroom was set up as a flexible modern learning environment. These students are often less engaged with school and come into the Careers Academy already at risk of not gaining NCEA and we wanted to create a welcoming, user friendly and attractive space. Our new space allows for flexible teaching opportunities to meet the needs of our students. It has whiteboard round tables, differing table heights, group and individual seating, break out booths, round collaborative areas and bean bags. It has been very successful with all classes from Years 11-13 reporting above average achievement.

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

Objective: **Student wellbeing is tracked and enhanced**

Actions	Measure	Date of Delivery
Wellbeing (staff & student) is incorporated as a principle into the PC Way. NZCER's "Wellbeing @ School" and Me and My School resource is utilised as a tool for tracking student wellbeing and enhancing the experience of all students within the school community	Results of survey are considered by Board, Senior Leadership team & other groups, with appropriate actions resulting	April 2019
Data from Me and My School was collected with the junior school in 2019. Findings highlight that students generally look forward to coming to college each day and have a strong sense of pride of being at the college (85% of students stated they are proud to be at PC). 90% of students stated that it was important to behave at College and felt they were respected and cared for while at College. Students also responded significantly positively to 'I like		

learning new things in school' and take notice of the feedback teachers give them, and significantly 91% stated that 'I feel like I am making progress at school'.		
Systematic processes for collecting student voice in all aspects of college life is developed	Process established	April 2019
Focus groups were favoured and held as needed, for example in considering timetable changes and getting feedback on split classes.		
The development of a systematic approach to identify and support GATE students is resourced.	GATE students met with, plans developed to support these individuals	April 2019
An evaluation of opportunities for Gifted and talented students has been prioritised for 2020. Deans and curriculum leaders have supported able students to achieve academic goals e.g. scholarship.		
Support students to grow their own wellbeing and resilience through explicit activities and actions.	Activities, education or promotions take place	December 2019
A range of outside providers have been used in 2019 to support students in this way – Attitude presentations occurred at all Year levels. Loves me Not program was run again for Year 12 although feedback for this was variable, despite earlier positive feedback from students. Therefore the school trialled using Mates and Dates and after positive student responses have opted for this in 2020.		
Inquiry into factors specifically affecting engagement and attendance at Year 13 is undertaken.	Student voice sought and priority actions identified	
Factors such as engagement during form-time, relevance, and timing of non-teaching (free) periods and completion of qualification requirements are all factors that have affected Year 13 attendance over the duration of the year. We continue to discuss options to improve Year 13 attendance.		

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

Actions	Measure	Date of Delivery
The CARE matrix is simplified and teaching practices to support this are embedded	New Matrix revised and displayed to replace older matrix	March 2019
The CARE matrix has been simplified and shared. Posters have been printed and displayed around all classrooms and school spaces. It is used as the key reference for all restorative chats and conversations with students.		
All staff are trained and actively practice PB4L and restorative approaches	New staff induction for PB4L. Ongoing training for new Deans.	March 2019

Questions on the position of new staff on restorative practices are included in all appointment processes. New staff have restorative training as part of their induction day. In 2019 all departments have a representative on the PB4L committee to continue supporting restorative approaches at a department level. A workshop for all staff is made at the beginning of the year run by outside providers.		
Coaching practices aligned with CARE values	Coaches know CARE values and apply in their coaching	December 2019
Workshops run by Matt Lint and Alex McKenzie developed a CARE matrix for sports at PC, captains and coaches were involved in developing this matrix and putting into action out on the sports fields.		

Objective: Community partnerships and collaborations are sought and developed

Actions	Measure	Date of Delivery
Actively build partnerships with local primary schools, community groups and agencies to enhance outcomes for staff and students.	TLIF fund applied for. Relationships between schools fostered.	April 2019
TLIF fund applied for a successfully awarded. Collaborative work between PC, Paraparaumu Beach Primary and Kenakena Primary around successful student transition resulted and continues into 2020. Principals within the Otaki-Kāpiti Principals Association meet twice a term and discuss region-wide strategies on a wide-range of topics.		
Encourage iwi, whānau involvement to enhance PC as a space for Māori	Whānau Group meetings held, feedback sought	Termly
Regular whānau meetings have not been developed at this point. Relationships developed by SDC authentically through regular contact with students and whānau – e.g. through contact at Kapa Haka, Matariki celebrations at Kāpiti Marae, supporting Tu Kaha programme and staying at Marae with students and connecting this way. Regular and ongoing contact with Koro Don as kaumatua. Connecting and listening. Iwi voice, with the co-opting of Damian Parata, is a critical link with Whakarongotai. Continued development planned in 2020 as input into charter, as a critical form of input.		

Objective: An international fee-paying programme is introduced

Actions	Measure	Date of Delivery
An international fee-paying programme is built on and students welcomed and viewed as a vital part of our school community	Start year with 20 students, finish with 30.	December 2019
2019 finished with 35 international students attending the college from a range of countries.		
An international student space is developed and resourced	An accessible space for international staff and students to meet is established and longer term plans for space developed.	April 2019
The relocatable that was the Principal's temporary accommodation has been modified to be the international department hub.		

Objective: The property programme supports the emphases of the 'Great Learner' values and the 'PC Way'

Actions	Measure	Date of Delivery
Maintenance and aesthetic projects within the college are prioritised in order to enable the fulfilment of the caring community vision of the college	Gardens developed using funding	July 2019
Gardens continue to be developed including the development of a memorial garden and contemplative space. Front entrance garden has been modified to reflect an Aotearoa/NZ environment.		
The guidance area is renovated to bring guidance team together.	G9 renovated	February 2019
G9 area is renovated and made available to guidance staff. It is clear this is not a long-term suitable base and there exists a long-term need for a suitable guidance suite.		
The Culture Centre, including a new Te Reo Māori teaching space, is developed	Plans approved, tender accepted, work commenced	
Ongoing development continues.		
Plans for the redevelopment of the Library are finalised	Plans completed	July 2019
Not able to be included in 10YPP		
Plans for the redevelopment of the Technology teaching area are finalised	Plans developed	July 2019
Lodged a focus of 10 new teaching spaces work.		