



# PARAPARAUMU COLLEGE STRATEGIC PLAN 2021-2023

October 2020



## 1. Introduction & context

Paraparaumu College is a co-educational secondary school for students from Years 9 to 13 located in Paraparaumu on Wellington's Kāpiti Coast. For the purposes of Ministry of Education funding Paraparaumu College is graded within decile 8, but our community is drawn from the widest range of Kāpiti's socio-economic backgrounds, reflecting our region and New Zealand as a whole.

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. We have a strong record of scholarship success and in 2019 students at the college received 33 scholarships across 12 different subjects. This level of success places us amongst the highest achieving colleges in the Wellington region.

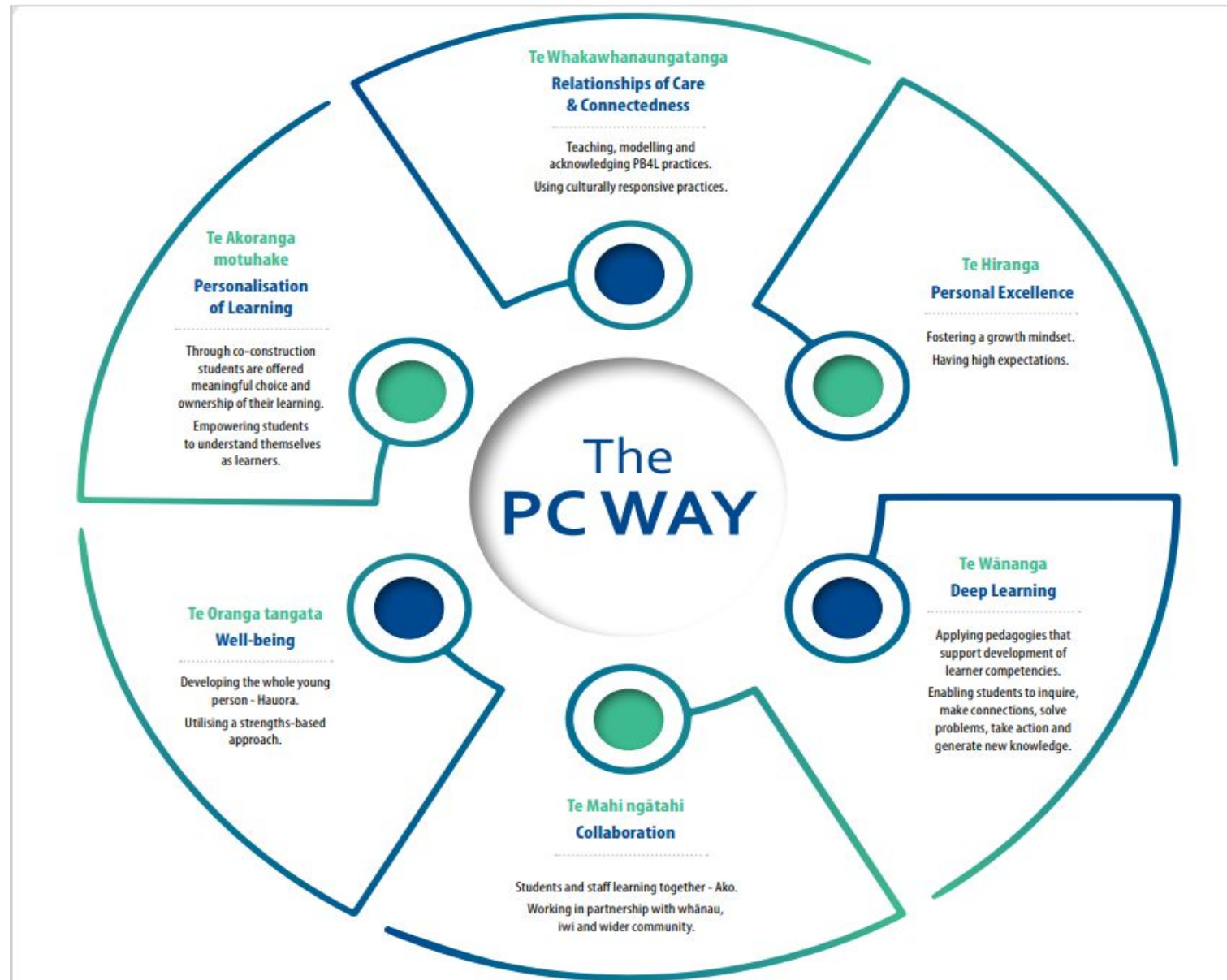
Paraparaumu College is a PB4L school and works within a restorative framework, seeking always to build and maintain relationships. As a "caring community of great learners" emphasis is around promoting, living and celebrating our school CARE values. As a caring community, we aspire to be collaborative and active learners, respectful in our relationships with each other and effective self-managers.

We want Paraparaumu College to be known as a school with a strong sense of belonging and community and that delivers the highest level of equitable outcomes for its students, that embraces and lives Te Tiriti o Waitangi and that is great at preparing future-ready taura to have the competencies, skills and qualifications they need to pursue the wide range of pathways beyond school.



At Paraparaumu College we are committed to:  
Achieving the highest equitable outcomes for our students.  
Developing future ready courageous learners.  
Fostering connectedness and belonging for all ākonga.

The 'PC Way' is underpinned by these priorities and forms our central teaching and learning guide. The PC Way has six principles to how we work, these are the principles of collaboration, deep-learning, personal excellence, well-being, personalization of learning and relationship of care and connectedness. Each principle can be supported through identified practices, as shown in the diagram below:





Te Ātiawa ki Whakarongotai, the tangata whenua of the area, are a valued partner of the school. This Strategic Plan outlines our work developing partnerships and approaches that reflect New Zealand's cultural diversity and the unique position of Māori within Kāpiti and Aotearoa. All our students have the opportunity to learn about tikanga Māori and Te Reo Māori. One of our key areas of focus within this Strategic Plan is to go beyond these steps and honour our commitment to Te Tiriti o Waitangi to life in more aspects of the school.

Paraparaumu College is one of three colleges on the Kāpiti Coast, the others being Kāpiti College and Ōtaki College. All three kura have collaborative working relationships and Principals of all kura in the region regularly meet as part of the Ōtaki-Kāpiti Principals Association. There are a number of collaborations occurring between kura, including programmes such as Tu Kaha or TLIF funded collaborations.

The Kāpiti region is currently experiencing significant growth. Paraparaumu College has a projected role of over 1400 students at the start of 2021 and has been increasing around 50-70 students per year for the last few years. As a result of this pressure Paraparaumu College introduced an enrolment scheme in 2020. The need was to manage numbers of enrolments as we await the delivery of 10 new classrooms, as announced in 2019 by the Minister of Education at the time. The role growth classrooms are to cater for a role size of around 1500. Indications are the school could grow to have a future roll size of 1800.

The school removed streaming in Year 9 in 2020 and will extend this to Year 10 in 2021. Evidence shows that streaming in all forms disadvantages Māori and Pasifika students, who have been historically underrepresented in any extension classes. Emphasis instead has been on developing culturally sustaining practices in the college and personalizing learning for students. Professional learning for staff has been and will continue to be upskilling in this area, especially around Universal Design for Learning (UDL) and catering for neuro-diverse learners in the classroom. Nationally, a significant review of NCEA is underway and the strategic direction of the college takes into account the need for schools to be changing teaching and learning in the years ahead to align with these significant changes.



Craig Steed, as the current Principal, is in his third year at the college and the writing of this strategic plan is the culmination of a desire by the school to develop coherence between all aspects of strategic direction in the college and to set a strategic direction under new leadership at both the school's senior leadership team and at the Board level. Consultation within the community included iwi, parent and whānau consultation, as well as staff and students. Consultation was sought around the school priorities, described above.

The following strategic goals have arisen from this consultation process.



## 2. Strategic priorities 2021-2023

In order to provide educational opportunities that meet the needs of each of our learners, and to give mana to Te Tiriti of Waitangi at Te Kaitiaki o Paraparauamu, the following strategic priorities have been identified.

### Strategic Priority One: *Fostering connectedness and belonging for all ākonga*

To do this we will:

- a. Actively foster a culture of manaakitanga and whanaunatanga in the school.
- b. Develop local curriculum that continues to integrate mātauranga Māori and strengthens partnerships with the community to support students to understand themselves:
  - as independent learners and as ako partners in the learning relationship with the teacher
  - as rangatahi living in Kāpiti
  - as young people living in bicultural Aotearoa New Zealand
  - as global citizens
- c. Strengthen connections with our feeder schools to further develop a cohesive transition to college.
- d. Build connections between year levels.



## Strategic Priority Two: *Achieving the highest equitable outcomes for our learners*

To do this we will:

- a. Enable student success by identifying and removing barriers to learning
- b. Identify and remove barriers that prevent students participating in school co-curricular activities
- c. Support teachers to be confident and competent in catering for the needs of diverse learners.
- d. Differentiate and personalise learning for students
- e. Develop and improve our physical school spaces

## Strategic Priority Three: *Developing future ready courageous learners*

To do this we will:

- a. Be a high expectation, growth mindset school that supports students to achieve personal excellence.
- b. Provide learning programmes that support developing learner competencies and skills.
- c. Develop careers planning and life skills learning programmes across the school.
- d. Prepare for the changes to NCEA in a future focussed way that best supports equitable outcomes for all students.

## Targets (2021 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%)*

### **Boys**

- *85% of Year 11 boys get NCEA Level 1*
- *88% of Year 12 boys get NCEA level 2*
- *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**

- *85% of Year 11 students achieve NCEA Level 1*
- *25% gain excellence certificate endorsements*
- *35% gain merit certificate endorsements*

### **Level Two**



- *88% of all Year 12 students gain NCEA Level Two*
- *25% gain excellence certificate endorsements*

### **Level Three**

- *75% of all Year 13 students gain NCEA Level Three*
- *60% of Year 13 students gain University Entrance*
- *18% gain excellence certificate endorsements*

### **NZ Scholarship**

- *25 scholarship awards won*

### **Year 9 & 10**

*All year 9 students will be achieving at least at level 4 of the NZC Mathematics and English curricula.*

*All year 10 students will be achieving at least at upper level 4 to level 5 of the NZC Mathematics and English curricula.*



## Annual Plan (2021)

In order to provide educational opportunities that meet the needs of each of our learners, and to give mana to Te Tiriti of Waitangi at Te Kaitiaki o Paraparaumu, the following action plan for 2021 has been developed, which helps guide fulfillment towards our strategic priorities.

### Strategic Priority One: *Fostering connectedness and belonging for all ākonga*

	2021	Measures	Responsibilities
a. Actively foster a culture of manaakitanga and whanaungatanga	Decide on a model that describes wellbeing at PC	Model developed	SDC/VSC
	Use wellbeing in school data to compare against the model and identify strengths and areas to develop within the college	Strengths and development areas identified (next step action plan from these developed)	SDC/VSC
	Develop the school environment as a more biculturally inclusive space	Identify areas, prioritise developments, complete 5 priority areas by end of 2021	BSH (Kia Eke Panuku)
	Develop a calendar / opportunities to increase the celebrations of different cultural events and the diverse groups of our community eg <a href="#">Diversity Calendar</a> or <a href="#">MoE National events and the NZ</a>	Calendar developed, incorporate these events into House activities, assemblies and school events.	BSH/SDC



	<p><u>Curriculum</u></p> <p>Define what manaakitanga and whanaungatanga means at Te Kareti o Paraparaumu</p>	<p>Concepts explored and defined for PC</p>	<p>SDC/VSC</p>
<p>B. Local curriculum, integrates mātauranga Māori and strengthens partnerships with community</p>	<p>Deliberate planning and reviewing of T&amp;L with respect to a shift towards local curriculum and inclusion of mātauranga Māori</p> <p>Strengthen community partnerships to support learning and sustain identities, languages and cultures</p> <p>Develop communication strategy to link with the community about curriculum developments and how we are meeting the needs of diverse learners</p>	<p>Develop termly rōpū weeks where integrated learning occurs.</p> <p>Support learning areas to upskill in professional development around local curriculum and inclusion of mātauranga Maori.</p> <p>Learning areas identify community contacts that support connections between school and community.</p> <p>Leadership identify community partners to help sustain identities, languages and cultures.</p> <p>Leadership identify key modes of communication to connect our community around curriculum developments.</p>	<p>MEA</p> <p>MEA</p> <p>MEA</p> <p>SDC (SLT)</p> <p>SDC/MEA</p>



C. Strengthen connections with our community primary schools to develop cohesive transition	Building on the work of TLIF project, share findings to date and extending relationships to other feeder schools.	Capture student voice around transition to inform next steps	MEA/MKB
		Maintain relationships with PBS & Kenakena.	MEA/MKB
		Build on existing relationships with Waikanae, Kapakapanui, OLOK, Kāpiti and Paraparaumu Primary, with specific focus on transition	MEA/MKB
		Provide PL for staff around TLif findings and student voice.	MEA/MKB
D. Build connections between year levels	Develop intra and inter House events calendar	A calendar of events developed and supported financially to occur.	BSH/SOA

*Strategic Priority Two: Achieving the highest equitable outcomes for our learners*

	2021	Measures	Responsibilities
a. <i>Enable student success by identifying and removing barriers.</i>	Identify barriers to attendance, engagement and achievement for learners and explore ways to reduce these barriers	Barriers identified (2021 priority) plans made to remove barriers, informing 2022 annual plan	SLT
	Explore further options for alternative learning programmes within the school and/or community	Discussion had with Ministry and options discussed	SDC



B. Support teachers to be confident and competent in catering for the needs of diverse learners.	<p>Develop learner profiles to identify and communicate the needs and learning preferences - that travels with the student as they move through the college</p> <p>Develop professional learning programmes to cater for the needs of diverse learners.</p> <p>Explore systems, processes and practices that support becoming a neurodiversity friendly school.</p>	<p>Learner profile format developed and started</p> <p>Priority of PL for 2020, programme reflects this.</p> <p>Support development of staff in Davis Programme, full staff PL on neurodiversity</p>	<p>MKB</p> <p>MEA</p> <p>MEA</p>
C. Differentiate and personalise learning for students	Support teachers to use evidence based, high impact strategies to differentiate and personalise learning.	Professional learning continues on UDL with CORE education	MEA
D. Develop and improve our physical school spaces	Develop and design our learning spaces so that all learners are affirmed in their identity and can learn and participate together.	<p>Toilet redevelopments explored.</p> <p>Culturally inclusive spaces developed</p> <p>A property and environment strategy</p>	BRD/BSH



		prepared	
--	--	----------	--

Strategic Priority Three: *Developing future ready courageous learners*

	2021	Measures	Responsibilities
a. Be a high expectation, growth mindset school that supports students to achieve personal excellence	<p>Develop processes and practices to support teachers to effectively use formative assessment and feedback strategies</p> <p>Provide professional learning on building high expectation, growth mindset learning environments</p> <p>Tracking and intervention of students Year 9 -13</p>	<p>Incorporate this learning into UDL professional learning for staff</p> <p>Professional learning provided, language universally used</p> <p>Systems developed to track student achievement and interventions coordinated as required.</p>	<p>MEA</p> <p>MKB</p>
B. Provide learning programmes that support developing learner competencies and skills	<p>Identify and develop the learner competencies and dispositions that support learners now and in their future</p> <p>Build teacher capacity to teach and deliver programmes that support the development of learner competencies and dispositions</p>	<p>Develop learner competency and disposition profile for PC</p> <p>CLG to consider ways in which learner competency development can be made more explicit in teaching programmes.</p>	SDC/MEA



<p>C. Develop careers planning and life skills learning programmes across the school.</p>	<p>Develop a multi-level programme that is focussed around career planning, goal setting, academic tracking, learning and life skills and connects with family and whānau</p>	<p>Timetable changes enable extended formtime and materials developed to support this programme.</p>	<p>HGL</p>
<p>D. Prepare for the changes to NCEA in a future focussed way that best supports equitable outcomes for all students.</p>	<p>Over 2021, actively engage in NCEA planning and develop a school-wide set of priorities for implementation. These will provide a school-wide guide to the trialling and future implementation of the new standards, including literacy and numeracy standards</p>	<p>NCEA planning days are well used to prepare staff for 2022.</p> <p>Decisions made around the position of NCEA Level 1 at our kura</p> <p>Literacy and numeracy</p>	<p>SLT</p>