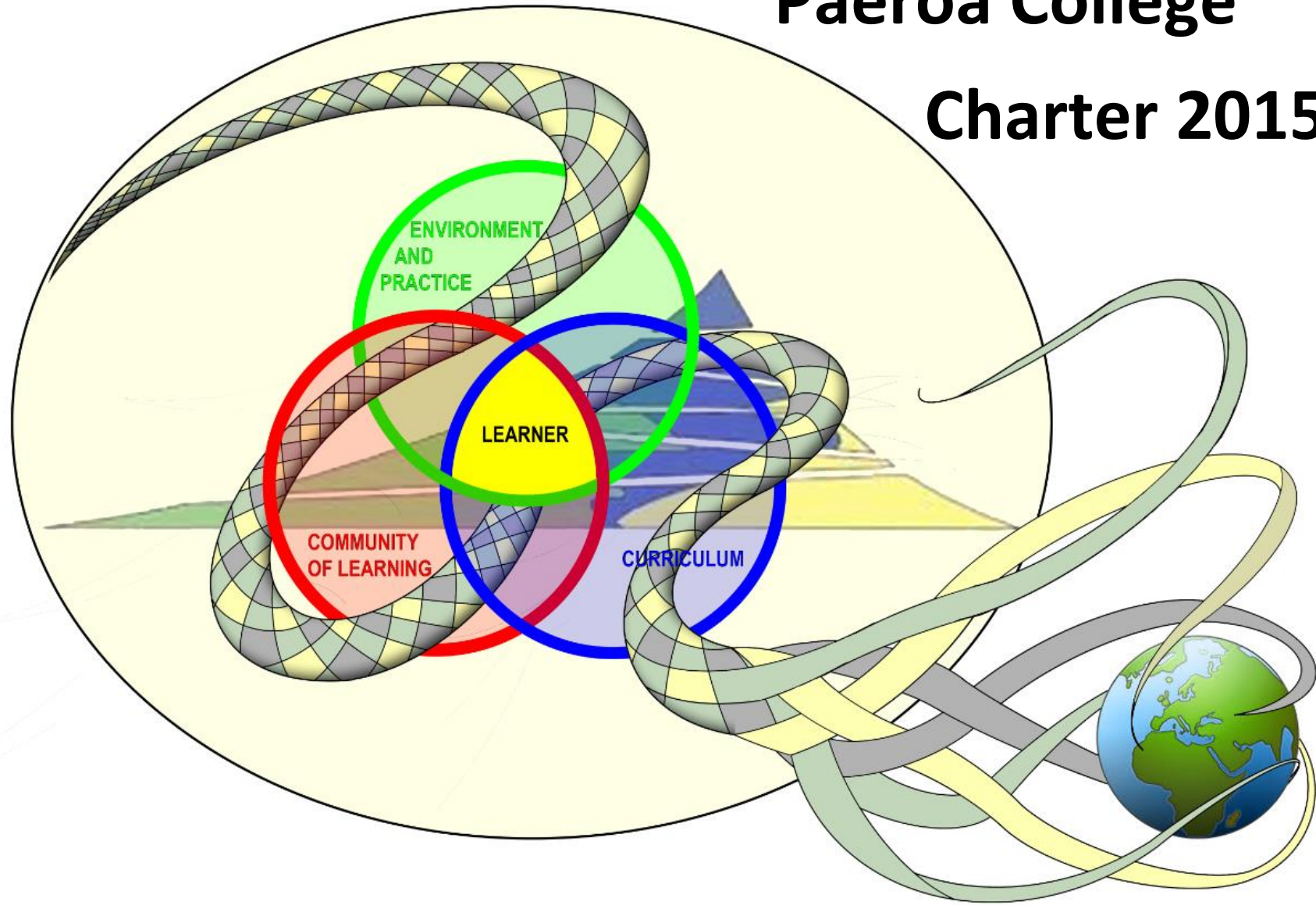


Paeroa College

Charter 2015

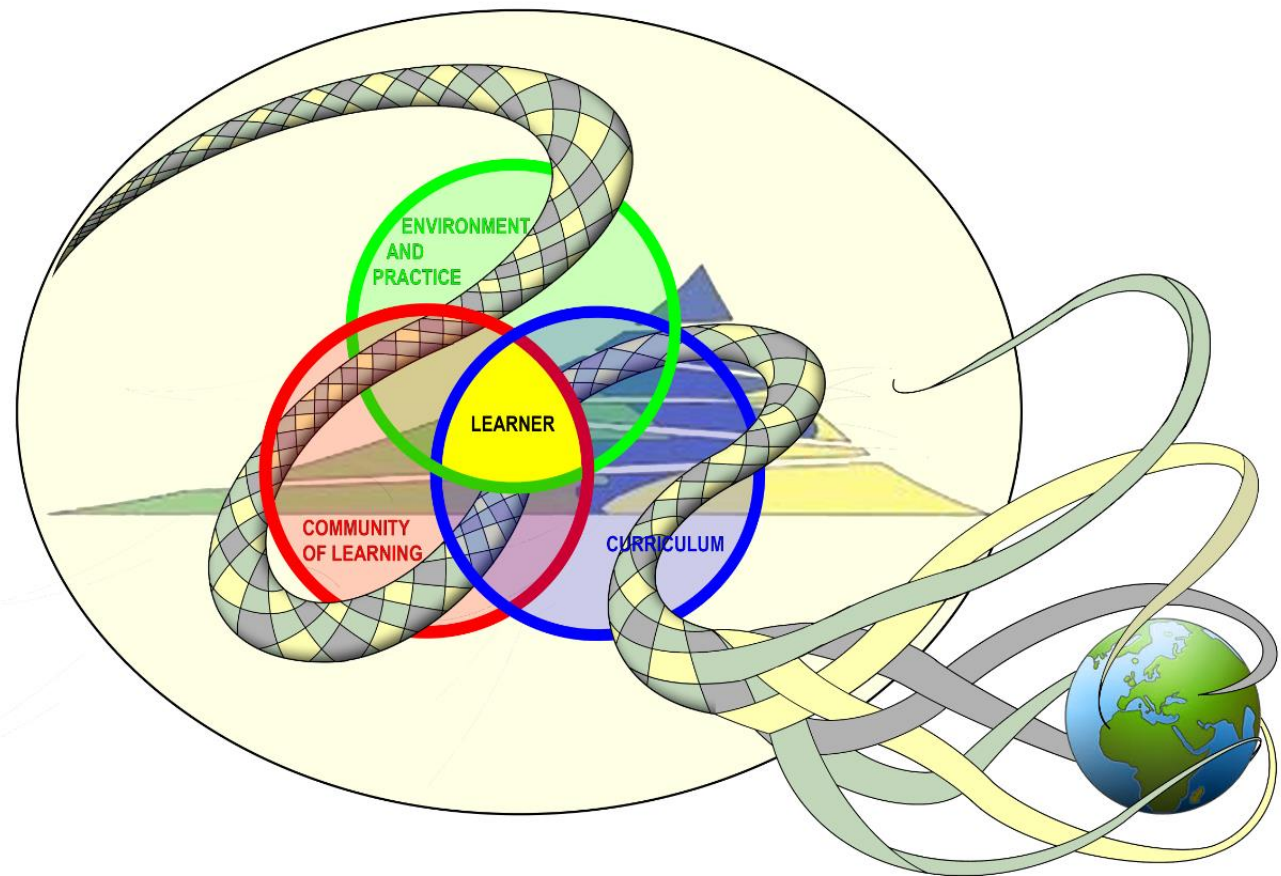


Paeroa College – Excellence in Everything

Our diagram represents the journey of learners through our college. They begin together in a tight weave, within Paeroa, and enter our College, represented by the three coloured circles. Whilst they are with us they will learn through a variety of experiences and styles in an ever changing and developing College. Whilst our focus on development is in three specific areas, it is important to remember that the learner is always in the centre. We hope then that as they leave us they begin to experience more than simply Paeroa itself, whilst retaining a connection to the place they have come from.

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Introduction to Paeroa College

Paeroa College is a decile 2, Year 9-13 state co-educational school in the heart of the Hauraki District. It is very much an inclusive, family orientated school of approximately 270 students with some of these being the third generation of their family to attend. Our students come from a range of backgrounds and just less than half identify as Māori with the remainder almost all Pākēhā.

Our motto, **Mahi Tahī Kia Kaha**, reflects our belief that hard work and collective effort will benefit everyone.

Our students are proud of their school. This pride is reflected in the welcoming atmosphere and the beautifully maintained buildings and grounds. The school provides an attractive teaching and learning environment. It has a proven history of academic, sporting and cultural excellence.

Paeroa is a vibrant community with a population of just under 4000. The people of Paeroa take pride in their community and the school benefits from good links with the local council and businesses.

Paeroa College has 8 contributing full Primary schools with whom the College enjoys a strong relationship. The local Māori community comprises of three local iwi: Ngāti Hako, Ngāti Tara, Tokanui, Tāwhaki and Ngāti Tamaterā.

Vision – *Where we want to get to in the future*

Our vision is to develop open-minded, successful, life-long learners who recognise and contribute positively to their community and the world beyond. Our learners will have the opportunity to experience excellence in everything they do.

Mission – *how we are going to do this*

We will focus on developing our **Curriculum** (what we learn), our **Community of Learning** (who learns and who supports our learning) and our **Environment and Practice** (how and where learning happens) to ensure that we are flexible, responsive, relevant and inspirational for our learners.

Values - *the views that influence our actions*

Whaia tōu mana motuhake ki tōna taumata! Pursue your uniqueness to excellence

We will meet the learning needs of our diverse groups of students. We will embrace the bicultural heritage of New Zealand and will develop a college that encourages all learners to experience success as culturally centred individuals. As a College we acknowledge the values of the Treaty of Waitangi.

Our learners will develop **connections**: right across our community. We will build bridges for our learners to cross enabling them to expand and grow in their learning. Every learner needs to connect with a pathway on which they will walk when they leave our school.

These pathways will offer each and every learner the opportunity to become **confident** and **caring**, eager to engage the world and to be responsible citizens.

Our learners will be **courageous**: prepared to take risks, embrace adversity, be resilient and try new things.

Our learners will be **reflective**: self-aware of their learning, their impact on the community and their ability to relate to others.

Graduate Profile

A Learner graduating from Year 10 into the Senior School will value learning by:

Being literate and numerate: have the skills, maturity and dispositions to access and embrace senior learning

Being assessment savvy – have an understanding of how to succeed in the complex world of qualifications

Having experience of a wide variety of learning contexts and curriculum and be able to make links between them

Having experienced success and learnt from failure

A Learner graduating from Paeroa College to the wider world will:

Have developed a sense of identity, purpose and independence

Have achieved a minimum of Level 2 NCEA that allows them to leave Paeroa College in a meaningful direction

Have the desire to continue to learn and potentially gain further qualifications

Have a connection to Paeroa College and Paeroa itself, whilst also seeing the bigger picture beyond

Strategic Intentions 2015-17

Curriculum

Our curriculum will enhance our learners' achievement by providing opportunities wherever possible for them to have choice, take ownership of, and achieve to the highest levels so they have the relevant, transferable skills and qualifications when they leave.

Community of Learning

We will ensure that Paeroa College is the centre of a learning community, encouraging whānau, family, Learning Leaders and support staff to come together to support our learners and ensure that they are at the centre of what we do.

Environment and Practice

We will ensure that Paeroa College provides the best opportunity for our learners' success by offering best practice pedagogy, learning environments and strategic resourcing that will be based on 21st century research and unique local knowledge.

Curriculum

Our curriculum will enhance our learners' achievement by providing opportunities wherever possible for them to have choice, take ownership of, and achieve to the highest levels so they have the relevant, transferable skills and qualifications when they leave.

<i>Measurable Outcome</i>	<i>Actions</i>
Systems will be developed to support the personalisation of learner approach to NCEA An authentic curriculum will be provided	Integrated junior curriculum – context based learning Short course learning Authentic accredited opportunities Personalised senior curriculum developed Improve vocational links and courses
Learners will have regular experiences of excellence and success	Early opportunities for success Learn from failure Whole school approach to NCEA success
All learners will leave Paeroa College with a meaningful direction	Provide early intervention pathways advice Develop vocational pathways Develop links with outside providers Develop measures to check progress
An understanding of learning skills will be developed	Key competencies of learning at Paeroa College will be understood Raise literacy levels Raise numeracy levels Shared ownership of developing knowledge base Learning dispositions will be developed, shared and assessed

Community of Learning

We will ensure that Paeroa College is the centre of a learning community, encouraging whānau, family, Learning Leaders and support staff to come together to support our learners and ensure that they are at the centre of what we do.

<i>Measurable Outcome</i>	<i>Actions</i>
Paeroa College is the school of choice in our community	Paeroa College will raise its profile in the local community Paeroa College will develop relationships with the local Primary schools
Paeroa College will develop meaningful relationships with family and whānau	Investigate and develop Home School Partnership relationships All family will have a single point of contact: a staff member will become the significant adult in the relationship with family and learners The environment will be a welcoming and culturally responsive area for all members of the community Opportunities for adults to learn in school will be offered The reporting process will be reviewed and developed
Paeroa College will develop and celebrate the mana of its Māori learners, working to develop Māori achievement and identity within the college	Build tikanga understandings Raise opportunities for accreditation in cultural and linguistic courses Develop our culturally appropriate environment Improve links with local Māori leadership and kaumātua

Environment and Practice

We will ensure that Paeroa College provides the best opportunity for our learners' success by offering best practice pedagogy, learning environments and strategic resourcing that will be based on 21st century research and unique local knowledge.

<i>Measurable Outcome</i>	<i>Actions</i>
Learning Leaders will develop their professional skills in line with best modern practice and learners' needs	Formative assessment practice will be identified and developed An inquiry cycle will inform and develop learning leaders' practice
An appraisal system based on best practice at Paeroa College will be developed that will improve teacher practice	An understanding and model of best practice at Paeroa College will be developed, shared, measured and appraised against.
The Paeroa College environment will be a welcoming and safe environment dedicated to learning	The school environment will be reviewed in a health and safety context A school wide review of our learning spaces will be undertaken Building projects will reflect 21 st century learning needs and curriculum requirements
Transition links between Primary schools and Paeroa College will be improved	Links will be formed with Primary feeder schools to develop practice and pedagogy sharing, data sharing and best practice in transition

Annual Plan 2015

Targets:

<p>Target 1: NCEA Level 2 Achievement: 85% of Y12 students will achieve their Level 2 qualification</p>	<p><i>Reflecting the Better Public Service Target of 85% of 18 year old students to achieve NCEA Level 2. In 2012 and 2013 Level 2 achievement was at just over 80% with a small drop in 2014</i></p>
<p>Target 2: Māori learners will achieve to at least the equivalent NCEA level one as whole school achievement</p>	<p><i>Māori learners have over recent years achieved at lower rates than the overall school, particularly at Level 1 The gap was 7% in 2012, and 10% in 2014</i></p>
<p>Target 3: Our Learning Leaders will enhance their learners' achievement through Professional Development, self-review and a shared understanding of best practice at Paeroa College</p>	<p><i>Research suggests that better self-review and focus on inquiry practice will encourage a culture amongst staff that will improve results</i></p>

Curriculum

Our curriculum will enhance our learners' achievement by providing opportunities wherever possible for them to have choice, take ownership of, and achieve to the highest levels so they have the relevant, transferable skills and qualifications when they leave.

3 Year Outcome	2015 Action	Timescale	Person Responsible	Measure	Related Target
Systems will be developed to support the personalisation of learner approach to NCEA	Systems of tracking and mentoring processes developed: At Risk of not Achieving learners identified, tracked and supported throughout the year	Milestone reports Terms 1,2,3,4	Bl, Co, Deans	NCEA Level 1,2,3 outcomes improved	1
	A standardised template, process and system within the KAMAR system will be shared	End of Term 1	Ha, Co	Records in KAMAR profile section of learning conversations	1
	Course selection process to be developed as a result of more in depth learning conversations	End of Term 2	Co	Records in KAMAR profile section of learning conversations	1
	Level 2 Café Academy pilot will be run	Milestone reports Terms 2,4	Bl, Wk	All entrants into Café Academy will achieve at least 20 level 2 credits Student Voice feedback	1
	Family and whānau NCEA information evening to be run	Term 1	Co	Attendance at NCEA evening	1
An authentic curriculum will be provided	Review of careers provision across Junior School	Report with recommendations Term 2	Ha, Gm	Report	1
	Y9 curriculum will be piloted providing authentic opportunities for integration and dynamic intervention to raise literacy and numeracy levels	Ongoing, report Term 4	Bl, La	AsTTle	1
	Authentic short course learning opportunities (including some community focussed) will be offered to every learner in Y9, 10, 11	Term 2, Term 4	Ha, Bl	Learner voice Take up of courses by learners	1
	Māori Performing Arts course piloted	Milestone reports Term 2,4	Bl, Rc	All entrants into MPA to achieve at least 12 credits	2

	Y9 camp and Y9 marae visits will form an opportunity to develop them as a learning team	Camp Term 1 marae visits Term 2	Ha, La, Co, Rc	90% Attendance at both camp and marae visit	2
Learners will have regular experiences of excellence and success	All year 11 learners will be offered opportunity to achieve credits in Term 1 in every subject	Term 1	Bl, Co, Curriculum Leaders	Term 1 results on KAMAR	1
	Excellent and Merit Endorsment (EME) award evening detailed below	Term 1	Y13 Dean, Co	Attendance at evening	1
All learners will leave Paeroa College with a meaningful direction	Trades Academies learner progress will be included in reporting process	Term 2,4	Co, Gm	Progress Reports or HSP evidence and on KAMAR	1
	Review of careers provision and goal setting process across Senior School using the Career Education Benchmarks to provide an action plan	Term 2	Co, Gm	Reports and KAMAR evidence Career Education action plan	1
	Tracking system for leavers to be improved	Term 3	Co, Gm	System and end of year data	
An understanding of learning skills will be developed	Shared language of learning to be developed and publicised within school	Term 1	Bl	Physical evidence in school	1
	Student voice will inform a review of what learning looks like at Paeroa College	Term 3	Ha, Pedagogy Team	Descriptors	1, 2, 3

Community of Learning

We will ensure that Paeroa College is the centre of a learning community, encouraging whānau, family, Learning Leaders and support staff to come together to support our learners and ensure that they are at the centre of what we do.

3 Year Action	2015 Action	Timescale	Person Responsible	Measure	Related Target
Paeroa College is the school of choice in our community	Develop prospectus and advertising strategy for the College	Term 2	Bl	Documentation, evidence in local media	1,2
	Staff will engage in local business meeting BA5	Ongoing	Bl, Co	Attendance at meetings	
	Mix and mingle afternoon at school for all local educators	Term 1	Ha	Attendance at afternoon	
	All Y9 in new uniform. Advertising and story of uniform to be developed	Terms 1, 4	Ha	Takeup of new uniform Community feedback	
Paeroa College will develop meaningful relationships with family and whānau	EME Awards evening for all students who have achieved Excellence or Merit Endorsement to take place	Term 1	Co, Bl	Attendance at evening	1
	Senior Home School Partnership reporting process to be developed and trialled	End of Term 2	Co, Deans, Bl	Attendance at HSP meeting by families and whānau at 90% across L1,2 and 3 learners	1
	Sharing of learning partnerships to be developed with Junior school whanau and families	Term 2	Ha	Attendance at whānau and family evenings	1
	Attendance to be reviewed and new practice to be implemented including Early Notification texting	Term 1	Co	Attendance figures	1, 2
	Reading Together programme to be trialled	Term 3	Literacy Coordinator (La)	Report	1
Paeroa College will develop and celebrate the mana of its Māori Learners, working to develop Māori	Invite the Building on Success initiative to provide outside support and professional development to help us to improve our Māori learners' achievement	Term 1	Bl, MOE	Engagement in BOS programme	1, 2, 3
	A marae overnight visit for Y9 will be arranged and paid for	Term 2	Bl, Rc	Attendance at marae	2

Achievement and identity within the College	Māori Awards evening to be trialled: all Maori students with formal achievement to be invited to celebration	Term 1	Bl, Rc	Attendance at evening	2
	Whole school powhiri for Y9 at start of year	Term 1	Bl, Rc, Ha		2
	Cultural review of the school to be undertaken with students and an outside provider	Term 3	Bl, Rc	Review recommendations	2
	Māori Performing Arts course (referred to above in Curriculum) Kapa haka will be further developed – including staff learning of haka	Term 1	Bl, Rc		2

Environment and Practice

We will ensure that Paeroa College provides the best opportunity for our learners' success by offering best practice pedagogy, learning environments and strategic resourcing that will be based on 21st century research and unique local knowledge.

3 Year Action	2015 Action	Timescale	Person Responsible	Measure	Related Target
Learning Leaders will develop their professional skills in line with best modern practice and learners' needs	Formative assessment systems and actions to be developed through our professional development plan and piloted to raise literacy and numeracy levels	Term 2	Ha, La	AsTTle	1, 3
	Differentiation practice will be developed as the key goal of our PD	Ongoing	Ha, Bl	Observations Student voice Outcomes of inquiry practice	3
An appraisal system based on best practice will be developed that will improve teacher practice	Mana system of good practice at PC will be shared and understood	Term 1	Ha	Learning Leader feedback	3
	Appraisal system to be developed relating to the Registered Teacher Criteria and best practice at Paeroa College	Start of Term 2	Bl,Ha	Appraisal plan	3
	Curriculum leaders to develop their understanding of practice within learning areas and intervention processes as necessary	Ongoing, feedback Term 3	Bl		3
	Inquiry process related to PD focus of differentiation to be developed as one part of the Appraisal System	Ongoing, presentations Term 4	Ha, Bl	Inquiry presentations	3
Transition links between Primary schools and Paeroa College will be improved	Transition process and relationship with local Primary schools to be reviewed	Term 1	Bl	Feedback from local Primary schools Numbers of students coming to Paeroa College	3
	Primary Technology to be reviewed	Term 3	Ha, Sm	Recommendation for changes to Primary Technology for 2016	
Paeroa College will be a welcoming and safe	Student well-being survey will be undertaken and plan developed as an outcome	Term 3	Ha	Survey outcomes Plan for well-being Attendance figures	

environment dedicated to learning	B Block will be developed into a modern learning environment designed to facilitate an integrated and dynamic response to learner's and community needs	Term 4	Co	Building process	3
	Café will be built as an opportunity to experience vocational training within school	Term 1	Co	Café and course uptake	3
	Guidance Counsellor will be employed to support learners	Term 1	Bl	Report on numbers of students accessing service	
	Plans for development of Quad into a learning space to be developed as part of an authentic short course	Term 3	Co	Evidence of plans	
	Paeroa College story to be developed, shared and understood: research programme into history of Paeroa and Paeroa College to be undertaken as one of the authentic short courses and fed into the prospectus	Term 2	Ha, La	Report on learning process	