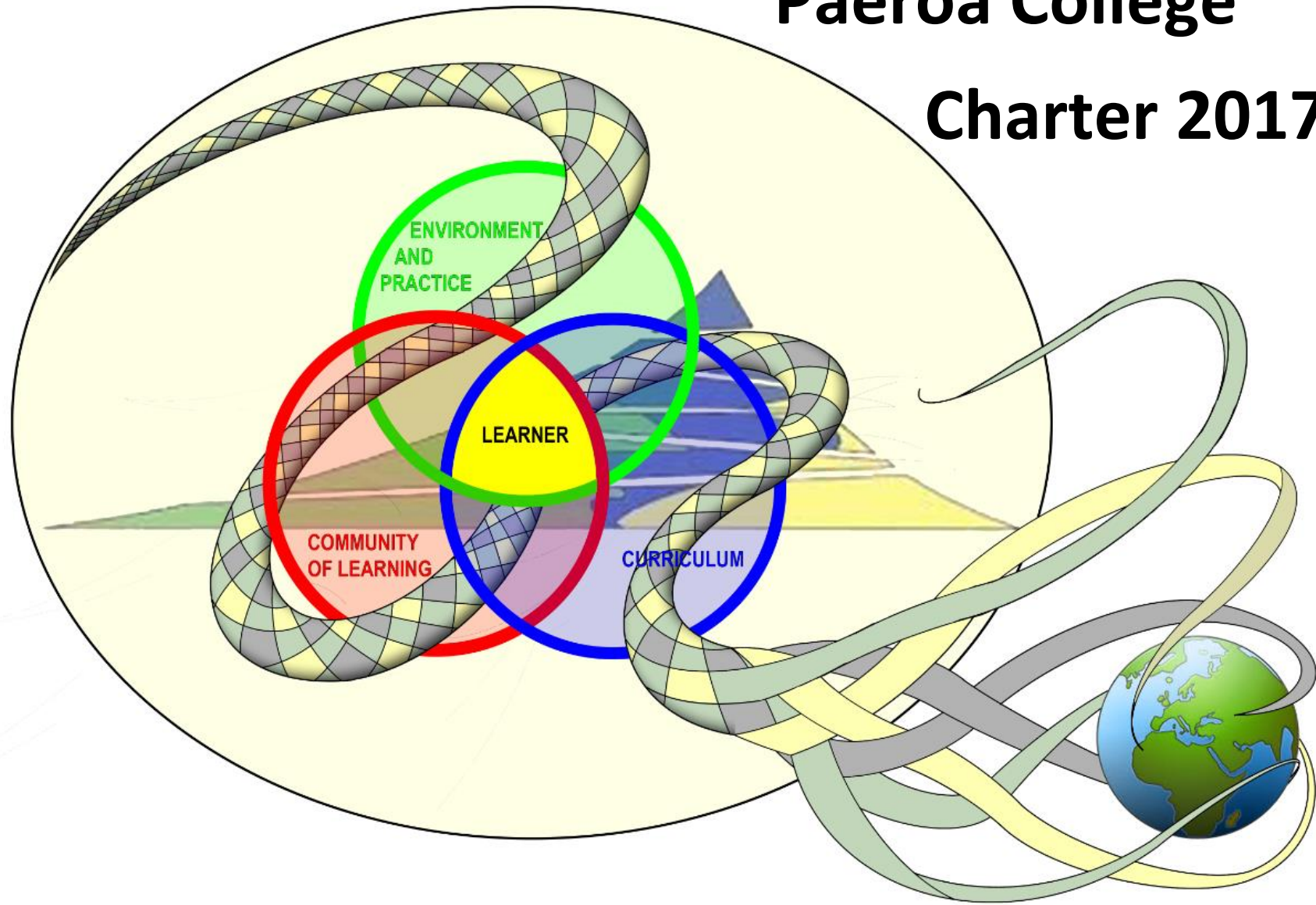


Paeroa College

Charter 2017

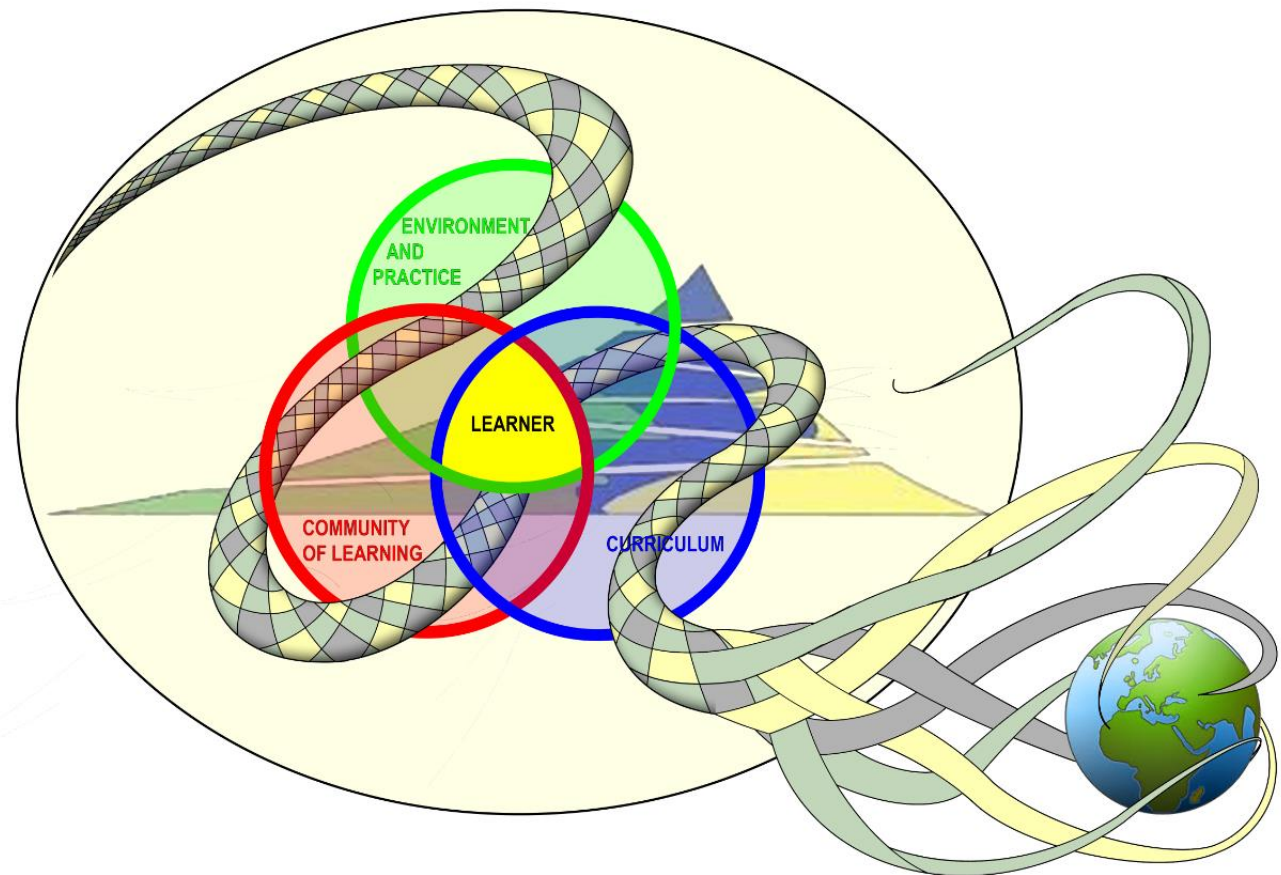


Paeroa College – Excellence in Everything

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.

Paeroa College Charter Contents

- 3 Introduction and Vision
- 4 Mission and Values
- 5 Graduate Profile
- 6 Strategic Intentions 2017-19
- 7 Curriculum intentions
- 8 Community of learning intentions
- 9 Environment and Practice intentions
- 10 2017 Targets
- 11-16 2017 Annual Plan



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 250 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 four local iwi: Ngāti Hako, Ngāti Tara, Tokanui, 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 2017-19

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 2017

Targets:

<p>Target 1: All Y11 students will achieve L1 with at least 5 achieving an excellence endorsement</p>	<p><i>Following the success of the 2016 cohort achieving 100% at NCEA Level 1 we will now focus on ensuring that we are stretching all students. The intention to target excellence for all should actually result in increased endorsements at both merit and excellence level.</i></p>
<p>Target 2: More than half of our Y12 cohort will achieve an endorsement along with their L2 qualification</p>	<p><i>This target refines the 2016 focus on Vocational Pathways. We intend on providing all students with the best possible exit plan and by expecting more than achievement we will stretch the College focus. The endorsements we are targeting are either Vocational Pathways awards, Merit or Excellence endorsement or subject endorsements depending on the individual student's personal goal.</i></p>
<p>Target 3: Any Y10 student beginning year 10 at Level 3 in their reading, writing or maths will achieve Upper Level 4 by the end of the year</p>	<p><i>All students need to be at least at Curriculum Level 5 at the beginning of NCEA. We are aware that the majority of our students begin their junior schooling at Curriculum Level 3 across their reading, writing and maths. Accelerating this progress will benefit their education in the senior years.</i></p>
<p>Target 4: Every student who leaves Paeroa College during or at the end of Year 13 will transition to an appropriate pathway</p>	<p><i>As a College we recognise that the students' future is dependent on life-long learning – supporting all students to exit into either education, apprenticeships or meaningful employment is our goal for 2017.</i></p>
<p>Target 5: Our teaching staff will be increasingly innovative, collaborative and engaged in professional development</p>	<p><i>As we focus on personalised development for our students we will also focus on individualised professional development for our teaching staff to enable them to develop a diverse and innovative range of skills to support the raising of achievement.</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	2017 Action	Timescale	Person Responsible	Measure	Related Target
Systems will be developed to support the personalisation of learner approach to NCEA	Tracking processes will continue to be refined with whole school shared understanding of student progress reported on internally fortnightly from the beginning of Term 2.	Milestone reports Terms 2,4	Ym	NCEA Level 1,2,3 outcomes improved	1,2,3,4
	Intervention processes developed for students at Risk as result of tracking including changes to Curriculum and engagement with outside providers	Ongoing	Ym, Learning Leader Seniors		1,2
	Greater choice over standards and contexts developed for students throughout the Level 1 curriculum and particularly within our new Blended Courses	Milestone reports end of Semester 1 and 2	Ym, Wi	Entries, course booklets, student voice and teacher voice	1
	System to be developed to better enable students to track and plan their own progress towards their goals at NCEA through an Academic Tutoring programme at Senior School	Ongoing	Ym, Wi, Mc	Evidence of tracking by students through AT processes Evaluation of AT	1,2
	New Semester structure will broaden course choices for Y11 students	Milestone reports Terms 2,4	Bl, Ym	Evaluation of first and second semester success	1
An authentic curriculum will be provided	Careers provision developed in junior school as part of our integrated approach and termly themes	Report with recommendations Term 3	Cm, Gm	Report	3,4
	Junior integrated curriculum will be developed, measured and adjusted throughout year to focus on	Ongoing, report Term 2,4	Cm, Junior Team	Assessment outcomes	4

	providing opportunities for teacher led integrated, student led integrated and discrete subject teaching.				
	Assessment system at junior school will be redeveloped in line with new reporting process	Ongoing	Cm, An, Po	Term 2 Report on assessment calendar	3
	Extended Leadership team will continue to be developed to provide leadership over school direction	Term 2, Term 4	Bl, Ha	Minutes of meeting PD plan for extended leadership	All
	Vocational Pathways course will be developed to provide closer links between school curriculum and Trades Academies/Gateway programmes to ensure that Vocational Pathways Awards are being met	Ongoing	Mc		1,2,4
	New Academies structure formed to provide opportunities for Semester based authentic courses. These are provided both in house and through external partners for Food production and development and a Haoura provisioned by Te Wananga o Aotearoa	Feedback end of Semester 1 and end of Semester 2	Ym, Bl	Third party courses overseen by Bl with report, inhouse courses overseen by Ym	1,2,4
	Camp for Y9, 10 and 13 will be developed in association with the Perry Outdoor Education Trust to ensure that we are providing the best possible leadership opportunities in the school	T1 Wk0 Camp Y13 T1 Wk2 Camp Y9 T2 Wk 5 Camp Y10	Ha, Bl, Rc, Ti	Plans and evaluations available	All
	ITO courses to be provided for at risk Level 1 group during Term 1 to raise interest and engagement with these learners. This will be followed up through year assuming that students meet specific personalised goals		Ym, Gm	Outcomes for specific groups of learners	1,2,4
	All year 11 learners will be offered opportunity to achieve credits in Term 1 in every subject All Level 2 learners <i>where possible</i> will be offered the same.	Term 1	Ym	Term 1 results on KAMAR	1

Learners will have regular experiences of excellence and success	Excellent and Merit Endorsment (EME) award evening detailed on page 5	Term 1	Ha	Attendance at evening	1,2
	Trades Academies learner progress will be included in reporting process	Term 2,4	Ym, Gm	Progress Reports or HSP evidence and on KAMAR	2
	Career planning will be developed and shared with families and whanau as part of the HSP process	Ongoing	Ha, Ym, Gm	HSP report to board	4
All learners will leave Paeroa College with a meaningful direction	Tracking system for leavers to be improved	Term 3	Ha, Gm	System and end of year data	4
	Gateway to be expanded to a broader group of students	Ongoing	Gm		4
An understanding of learning skills will be developed	Learning disposition model to be shared with family and whanau	Term 3	Ha	Physical evidence in school	3
	Academic Tutoring model to be developed to encourage senior learners to consider their progress both in terms of their achievement and their learning	Term 3	Ym, Bl	AT report term 4	1,2,4

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	2017 Action	Timescale	Person Responsible	Measure	Related Target
Paeroa College is the school of choice in our community	Paeroa College will feature regularly in local media: at least twice per term	Ongoing	Bl	Documentation, evidence in local media	All
	Staff will engage in local business meeting BA5	Ongoing	Bl	Attendance at meetings	All
	Paeroa College will continue to actively engage with local Primary schools through both the Ohinemuri Principal's Association and engagement with our new Community of Learning	Ongoing	Bl	Attendance at meetings	All
	A strategy around raising profile of our outstanding achievements locally will be developed	Ongoing	Ha, Bl	Evidence of raised profile	All
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	Ha	Attendance at evening	1,2,3,4
	HSP process to continue to be developed with early Goal Setting HSP in Term 1 and reflective progress early Term 3. Other curriculum and progress sharing opportunities to be developed.	End of Term 2	Ha	Attendance at HSP meeting by families and whānau at 90% across L1,2 and 3 learners	1,2,3,4
	Sharing of learning partnerships to be developed with Junior school whanau and families	Term 2	Cm	Attendance at whānau and family evenings	1,2,3,4
	Attendance to be systematically improved	Term 1	Ha	Attendance figures	1,2,3,4
	Adult Education classes to be trialled in at least 2 areas related to student learning		Ha	Attendance Figures	
	IEPs to be developed for all At Risk learners	Term 1	Cm (Junior), Ym (Senior)	Shared evidential IEPs	1,2,3,4

Paeroa College will develop and celebrate the mana of its Māori Learners, working to develop Māori Achievement and identity within the College	Regular hui will be held and developed through SL Community to continue to build meaningful relationships and celebrate success with local whanau, hapu and iwi	Ongoing	Ha	At least 1 hui per term	1,2,3,4
	A marae overnight visit for Y9 and 10 will be arranged	Term 2	Ha	Attendance at marae	All
	Māori Awards evening: all Maori students with formal achievement to be invited to celebration	Term 1	Ha	Attendance at evening	All
	Whole school powhiri for Y9 at start of year	Term 1	Bl, Rc,	Attendance at Powhiri	All
	A partnership with Paeroa Central school has been formed to provide support to develop our school cultural programme. Kapa haka will be further developed – including staff learning of haka	Ongoing	Bl	Outcomes of course Reporting process developed Performance of Kapa Haka	3

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	2017 Action	Timescale	Person Responsible	Measure	Related Target
Learning Leaders will develop their professional skills in line with best modern practice and learners' needs	Professional Learning networks will be formed through links in implementation teams: Y9 team, Y10 team, VP team and subject specialist team. Specific PD will be targeted towards each group	Ongoing	SLT	Teacher voice	5
	Every teaching staff member will develop with support from Principal an individualised professional development plan	Ongoing	BI	Evidence of teacher plans	5
	As part of development plan, teachers will identify specific external PD that will support their practice	Ongoing	BI	PD evaluations	5
An appraisal system based on best practice will be developed that will improve teacher practice	Appraisal system will be merged with PD system to provide a clear and amalgamated process of development and performance management	Ongoing	BI	Evidence of teacher plans	5
	Inquiry process to be refined and developed further as one part of the Appraisal System	Ongoing, presentations Term 4	BI	Inquiry presentations	5
Transition links between Primary schools and Paeroa College will be improved	Transition process and relationship with local Primary schools to be reviewed	Term 1	Ha	Feedback from local Primary schools Numbers of students coming to Paeroa College	
	Community of Learning focus engagement and development	Ongoing	BI	Application for CoL	
	Primary Technology to be developed to strengthen relationships between Paeroa	Term 3	Ha	Curriculum report on Primary Technology	3
Paeroa College will be a welcoming and safe environment dedicated to learning	Student well-being survey will be undertaken and plan developed as an outcome	Term 3	Ha	Survey outcomes Plan for well-being Attendance figures	1,2,3,4
	Administration block will be redecorated	Term 1	BI		

	Youth 24/7 Programme to be developed to provide support for all students	Term 1	Bl	24/7 Newsletter	1,2,3,4
	Enviroschools development plan to be created to support development of both school spaces and environment awareness	Ongoing	Bl, Ha, An	Evidence of plans	All
	Fundraising for Netball courts undertaken with a view to begin updating into multisports area by start of 2018	Ongoing	Bl	Fundraising committee reports	