



PAEROA COLLEGE

Charter
2018-2020

“Excellence in Everything”

Excelling as a courageous, innovative, can do community

Our Learners will have the **courage, experience, passion** and **skill** to engage in pathways that they can **excel in**.

We will **serve, build** and **maintain positive reciprocal relationships** with **our community**.

Our Teachers will **collaborate and innovate** around a curriculum that focusses on the **learners** and what they need to **succeed**.

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 is part of a Kāhui Ako with our 8 contributing full Primary schools and Goldfields, our local special needs school. In addition, we also host a Goldfields satellite class on our site.

The local Māori community comprises of four local iwi: Ngāti Hako, Ngāti Tara, Tokanui, and Ngāti Tamaterā.

Our vision – *where we want to get to in the future*

Paeroa College: Excelling as a courageous, innovative, can do community

Our strategic intentions 2018-2020 – *how we will go about realising our vision*

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Values - *the views that influence our actions*

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

Mahi tahi kia kaha! Work together to become stronger!

We are a community! Through our collaboration and hard work, we will improve our community, the wider community and individual outcomes within that.

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 are committed to the values and principles of the Treaty of Waitangi.

We will support all students, staff, family, and whānau to feel a part of our College and community. We will develop our ability to be courageous, positive, innovative and we will always aim for excellence.

Our Individual Profiles

A Learner graduating from Paeroa College will:

- Be literate and numerate
- Know his/her passion
- Make considered decisions
- Have had a broad experience – and demonstrate willingness to try new things (courageous)
- Demonstrate resilience be able to understand and respond to failure
- Have the tools they need to function independently to be healthy happy adults
- Be able to access the pathway of their choice

A staff member at Paeroa College supports learning by:

- Visibly reflective, learning and adaptive
- Will be able to make learning relevant
- Builds strong culturally appropriate relationships with students and adults
- Organised, professional and prepared
- Committed to the principles of the Treaty of Waitangi
- Committed to delivering the vision of the school

How are we going to get there? What are our Intentions and Actions for 2019?

Annual Plan 2019-Targets

Target 1: In 2019, our Year 13 students will achieve NCEA Level 3 at or above the national average. Our Māori students will achieve at the same rate as our non-Māori students. In 2018 40% of our Yr 13 students achieved NCEA L3, this figure was down from 66% in 2017.	<i>In 2018, our year 13 students achieved well below the national average. A key focus for us will be in retaining our Year 13 students until the end of the year. To do this, our students must feel they can successfully achieve a Level 3 qualification.</i>
Target 2: All year 13 students who study 3 or more University approved subjects will earn University Entrance	<i>Many of our Year 13 students do not anticipate attending University. This goal is set to enable as many students as possible to keep their life choices open and flexible.</i>
Target 3: 21/42 of our Year 12 students will achieve NCEA L2 with an endorsement. The comparable statistic in 2018 was 44%	<i>The endorsements we are targeting are either Vocational Pathways awards, Merit or Excellence endorsement or Course endorsements depending on the individual student's personal goals and direction.</i>
Target 4: Numeracy within the Junior School (years 9 and 10). <ul style="list-style-type: none"> All learners who begin the year below the expected level of the curriculum for Maths will make accelerated progress of more than 2 curriculum sub-levels. 	<i>We have identified mathematics/numeracy as an area for development in the Junior School. We will be building on our experience lifting school-wide writing progress to make targeted interventions to improve outcomes for learners. This is also a Kāhui Ako focus.</i>
Target 5: 100% of our teaching staff will engage in teaching inquiries that are innovative and collaborative and support powerful professional growth	<i>Teachers will have the support of a member of the Senior Leadership Team to co-construct a robust teaching inquiry that will develop identified areas for growth within the Standards for the Teaching Profession.</i>
Target 6: As part of the Home-School Partnership, will develop the Parent Portal for all year levels to enable families to monitor and track their child's academic and pastoral progress.	<i>This will build community engagement through increased communication with families and whānau</i>

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Intent	Action	Person	When	Link to Target
We will improve our provision for Work Experience, Pathways and Transitions for senior students.	Develop a work-readiness programme in which students will engage prior to work placements	YM	Term 1	1, 2, 3
	Develop and implement a passport programme of “adulting” survival skills	YM/WI	Term 1 and ongoing	
	Track and support the development and achievement of year 13 pathways across the year	YM/WI	Ongoing	
We will identify and support groups of students at risk of not achieving their potential	Develop and implement an increasingly robust and personalised approach to students’ learning through our Academic Tutoring and our Learner Journal. This will enable us to support all students to achieve their very best.	YM CM	Term 1 and ongoing	1,2,4
	Develop and implement student-focussed tracking systems that target attendance and retention	HK/YM/CM	Term 1 and ongoing	
We will support students to develop positive health and well-being	Increase the hours and visibility of our school counsellor	CM	Term 1	1, 5
	Conduct and evaluate a student wellness survey to identify student wellness challenges and begin to address them	HK	Term 2 (survey)	
	Ensure all teaching staff receive professional development in Restorative Practice and Relational Pedagogy	HK	Term 2	
We will evaluate and refine student leadership development opportunities at all year levels	Evaluate current Senior Student leadership roles and selection process and establish new processes as indicated. Establish Job Descriptions	SLT	Term 3	1,2,3
	Stock-take and evaluate current student leadership roles and opportunities at all year levels. Identify areas for potential value-added.	SLT	Term 3	
	Combine Junior and Senior Councils under the leadership of Head Students	HK	Term 2	

We will **serve, build** and **maintain positive reciprocal relationships** with our **community.**

Intent	Action	Person	When	Link to Target
We will be visibly bicultural	The school environment will reflect our bicultural heritage: <ul style="list-style-type: none"> - Increased and correct signage in Te Reo Māori - Ensuring all students know and can perform the school haka and waiata - A strong focus on Te wiki o Te Reo Māori and Matariki week - The establishment of a kapa haka group 	SLT	Ongoing	1,2,3,4,5
	Our curriculum will reflect our bicultural heritage through: <ul style="list-style-type: none"> - The embedding and refinement of new Te Reo Māori and Te Ao Māori curriculum - All Junior students will participate in targeted Te Reo Māori instruction - Accelerated Te Reo Māori pathways for students coming to the College from immersion primary classrooms - Engagement with Te Wananga o Aotearoa to offer Academies focussed on Te Ao Māori 	SLT	Ongoing	
	Our school culture will reflect our bicultural heritage through: <ul style="list-style-type: none"> - Increased engagement with local marae and whānau - Māori awards evening - A focus on Cultural Relationships for Responsive Pedagogy through our Kāhui Ako development focus and targeted school-based professional development 	SLT	Ongoing	
We will broaden our community engagement	We will develop the KAMAR Parental Portal to share real-time academic and pastoral progress and achievement	YM/CM	Ongoing	5, 6

	We will open our school grounds and buildings to community use whenever possible	WI	Ongoing	
	We will actively seek to promote and strengthen our relationship with Goldfields School (housed on-site)	HK	Ongoing	
	We will develop a strategic plan for sport including community consultation process	WI	Term 2-4	
We will celebrate success as an integral part of our community	We will use our sign, social media, school newsletter and website to celebrate our success at every opportunity	HK	Ongoing	1, 2, 3
	We will develop our branding including signage around the frontage of the school	HK	Term 3	
	We will increase the “sense of occasion” and visibility with regards to our awards nights and prize-giving	WI	Term 1 Term 4	
We will be active in our Kāhui Ako	We will actively participate in the Kāhui Ako leadership process	HK	Ongoing	4, 5
	We will work to build seamless literacy and numeracy transitions between contributing primary schools and the College	CM/HK	Terms 2-4	
	We will embrace the Kāhui Ako professional development opportunities in mathematics and CRRP	SLT	Ongoing	
We will actively promote sustainable environmentalism	We will continue to partner with the community to embed the enviroschools ethos and use it to support integrated learning contexts	CM	Ongoing	4, 5
	We will develop a long-term landscape plan that is focussed on sustainability and is responsive to student and community aspirations	HK	Term 3-4	

Our Teachers will collaborate and innovate around a curriculum that focusses on the learners and what they need to succeed.				
Intent	Action	Person	When	Link to Target
Our teachers will engage in a continuous improvement model of classroom practice	Teachers will complete a rigorous and transparent teaching inquiry with the support of a senior leader	HK SLT	Ongoing/ completed Week 3 Term4	5
	Every teacher will be part of a collaborative team/PLG focussed on reflection and co- construction of curricula designed to maximise outcomes for students	SLT	ongoing	
	A mentoring system for beginning teachers and teachers new to the school will be implemented and resourced	YM	Term 1 ongoing	
We will build our capacity around Cultural Responsiveness and Relational Pedagogy	We will engage with our Kāhui Ako PLD and Poutama Pounamu to increase a focus on building cultural relationships for responsive pedagogy.	HK	Ongoing	1,5,6
	We will deliberately prioritise school and individual PLD to support a growing a growing understanding and practice of Culturally Responsive Pedagogy	HK	Ongoing	
We will become better teachers of mathematics	We will focus with our expert partners and Kāhui Ako on developing our understanding of teaching and assessing mathematics across the school.	YM CM	Ongoing	4,5
We will prioritise relational trust and hauora amongst our staff	We will co-construct a robust and living staff agreement	HK	Term 2	5
	We will be deliberate in our focus on staff wellbeing	SLT	Ongoing	