



PAEROA COLLEGE

“Excellence in Everything”

Charter
2020-2022

Principals' endorsement:	Amy Hacker
Board of Trustees' endorsement:	Bill Tissingh
Submission date to Ministry of Education:	25 February 2020

PAEROA COLLEGE

MAHI TAHI KIA KAHA

Excelling as a courageous, innovative, can-do community

LEARNING

Focus on progress and achievement

PATHWAYS

Planned pathways for Post-secondary success

CULTURE

Caring, inclusive and collaborative

PARTNERING

With whānau and community

LEADERSHIP

Clear expectations, vision and direction



Introduction to Paeroa College

Our Vision: Excelling as a courageous, innovative can-do community.

Our Core Value: Mahi Tahī Kia Kaha, reflects our belief that hard work and collective effort will benefit everyone

Our Moto: Excellence in Everything

Background: Paeroa College is a decile 2, Year 9-13 state co-educational school located in the beautiful small town of Paeroa, in the heart of the Hauraki District of the Waikato. We are centrally located within an hour to major cities, beaches and recreational areas. Paeroa College serves a vibrant community with a population of approximately 7000. The school was founded in 1958, although it did exist on the site prior to this date as part of the district school. The people of Paeroa take pride in their community and the school benefits from strong links with the local council, iwi and businesses.

Our school has a strong and caring culture that values academic and personal excellence, the centrality of Te Tiriti o Waitangi, cultural diversity, contribution to the community, innovation and a curriculum that focuses on our learners and what they need to succeed. Our students learn through an innovative student-centred curriculum that includes a focus on individual mentoring and student agency. 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.

The school is focussed on providing an education that focusses as much on learning skills and dispositions as it does on knowledge. The intent is to support learners to become independent and skilled at finding, refining, collaborating on and developing knowledge. To support this approach, an innovative curriculum has been developed that provides opportunities for students to pursue their interests, whilst also having targeted programmes and high academic expectations. All school staff work to personalise and localise the curriculum and teachers always collaboratively plan and deliver their programmes with the students in mind. We are relentless in our expectation that all school leavers will have the experience, passion and skill to engage in co-constructed robust post-secondary pathways into the workforce, further training or tertiary study.

Fundamentally, the philosophy amongst all staff at Paeroa College reflects that of our core value – *Mahi Tahī Kia Kaha*. When we share the work we are stronger. We know that, when we take collective responsibility for our students, they fly.

At our core, we are an inclusive, family orientated school of approximately 250 students, with some of these being the third generation of their family to attend the college. Our students come from a range of backgrounds and just less than half identify as Māori with the remainder being almost all Pākēhā.

Paeroa College is part of the Ohinemuri Kāhui Ako along with local early-learning centres, 8 contributing full primary schools and Goldfields Special School. There is a Goldfields satellite class on our site and we are the managing school for Thames Valley Alternative Learning service (TVAL)

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

Unique Position of Māori

Paeroa College: Where Māori enjoy success as Māori

Paeroa College is committed to fostering relationships, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori as tangata whenua. With a school role that is approximately 44% Māori, Te Reo Māori me ōna Tikanga is embedded as everyday practice in classroom and co-curricular activities.

The Paeroa College explicit and implicit curriculum is designed to:

- integrate our students' identity, language and culture into the life of the school.
- Promote high expectations of Māori students to succeed in education as Māori.
- Intentionally use student progress and achievement data to target resources for optimal effect and provide support for those students who are at risk of falling behind
- recognise Te Reo Māori as an official language of Aoteroa/New Zealand by ensuring that a Rumaki Reo full emersion option is available at years 9 and 10 and that Te Reo Māori is learnt by all students as a subject area in at least year 9, and as a robust option thereafter.
- develop an awareness of local history and the role of iwi
- develop reciprocal relationships between whānau, hapu, iwi, communities and businesses and our students that promote cultural inclusion and are focused on transformative educational outcomes.

Philosophy

Our underlying curriculum philosophy is that we personalise the curriculum for our students through student focussed methodology. Our curriculum encourages students to pursue their interests across multiple curriculum areas, making links and developing their own knowledge as they go.

A clear focus on developing learning dispositions, values and key competencies drives our junior curriculum. In addition, we ensure our students have the skills and knowledge required to access the Senior curriculum. Many curriculum areas are delivered

in an integrated manner in a modern learning environment by a dedicated team of collaborative teachers. Technology, Physical Education/Health and Arts areas are delivered distinctly in specialist rooms.

In the senior school, the focus is on developing effective transitions to post-secondary pathways. Through year 11, students continue to experience a broad-based curriculum with a fundamental expectation of success in NCEA Level 1. During years 12 and 13 the curriculum is more focussed, encouraging students to select and develop their knowledge and understanding to enable them to achieve an appropriate and successful transition to their adult lives. Every student in year 12 targets either an Excellence or Merit endorsement or a Vocational Pathways endorsement. We are committed that every student leaving Paeroa College leaves school to further education, training or employment.

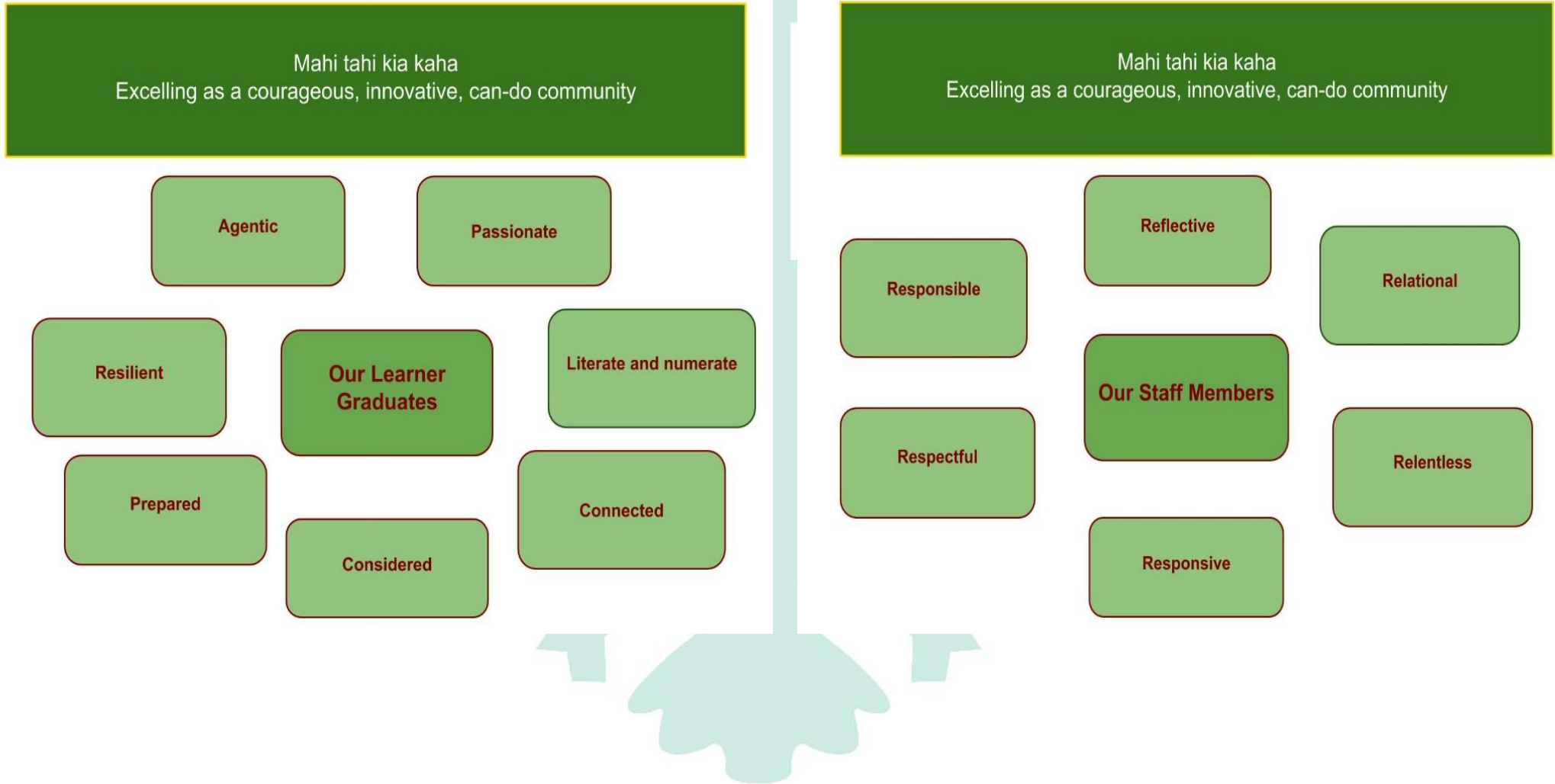
There is an expectation that all teachers collaborate in the delivery of the curriculum and that every teacher is in at least one collaborative team. We understand that to personalise a curriculum we must personalise our approach as a school, and this requires deep and meaningful collaboration.

Our Strategic Intentions 2020-2022

- **We explicitly nurture a caring, inclusive and collaborative culture.**
- **We partner with and serve the needs of our whānau and community.**
- **Strong leadership provides vision and direction.**
- **Learning focusses on progress, achievement and opportunity for all.**
- **Our learners develop intentional post-secondary pathways.**

Our Learner Profile

Our Staff Profile



Our School Context has informed our Strategic Plan

Baseline Data					
NCEA Achievement	2018/2019	L1	L2	L3	UE
	All	85%/85%	89%/93%	40%/83%	20%/24%
	Māori	81%/72%	86%/95%	41%/84%	4.5%/10%
	Pacific	100%/100%	100%/100%	100%/100%	100%/100%
	NZE/Pākehā	88%/93%	94%/92%	48%/82%	30%/33%
	Asian	66%/100%	100%/100%	100%/100%	50%/0%
	Male	77%/84%	100%/86%	63%/79%	19%/11%
	Female	91%/88%	79%/100%	33%/86%	21%/36%
	Student Engagement	Our annual strategic plan has been informed by a comprehensive analysis of our attendance and wellbeing survey data.			
School Organisation and Structures	A robust inquiry into our Junior Curriculum has led to substantial revisioning and the inclusion of a Rumaki Reo pathway				
Review of Charter and Consultation	Our school community has consulted on the development of this annual plan. We have sought feedback through selected focus groups including our Māori community, parents of children with special needs, staff and parent groups.				

Annual Plan 2020-Achievement Targets

Target 1: In 2020, at least 15 of our year 12 students will gain an endorsement (vocational or qualification-based merit or excellence)	<i>Paeroa College learner graduates will obtain purposeful high-quality qualifications</i>
Target 2: All year 13 students will leave Paeroa College with a clear line-of-sight to purposeful post-secondary training, study or employment.	<i>The goals and aspirations of our students and community are varied with a small proportion of our students seeking a university pathway. This goal is to enable our students to co-construct a meaningful and robust exit strategy.</i>
Target 3: Māori students will achieve NCEA at Levels 1 2 and 3 at or above the rate (within 5%) of their NZE peers.	<i>Educational equity demands that we work to eliminate any discrepancies in this area.</i>
Target 4: Acceleration within the Junior School (Year 9). By the end of 2020, all Year 9 students who entered Paeroa College below the expected curriculum level for writing will have made accelerated progress of 2 or more curriculum sub-levels in 1 year.	<i>Research indicates that writing is key to success in NCEA. In order to achieve success, our students need a firm grasp of written English which they can utilise in a variety of settings.</i>
Target 5: Acceleration within the Junior School (Year 10). By the end of 2020, all students who entered Paeroa College in January 2019 at year 9 and were below the expected curriculum level for maths, reading or writing will have made longitudinal accelerated progress of more than 3 curriculum sub-levels in 2 years.	<i>We have a clear focus on accelerating the progress of students who are most at risk. This goal will enable multi-year tracking and monitoring of our most vulnerable learners.</i>
Target 6: As part of the Home-School Partnership, all teachers will contact home for every student they teach at least once before the end of Semester 1.	<i>This will build community engagement through increased communication with families and whānau</i>

How are we going to get there? What is our pathway and annual plan for 2020?

Learning focusses on progress, achievement and opportunity for all.				
Intent	Action	Person	When	Link to Target
We will implement our revised junior curriculum and ensure alignment with NZC	Subject specialist teachers will collaborate effectively within their learning areas	YM	ongoing	4,5
	We will develop and implement authentic, localised, thematic learning in the Junior School	Teaching teams	ongoing	
	We will effectively utilise outside providers to support teacher learning in collaborative team teaching and cross-curricular integration.	SLT	Term1-2	
We will identify and support groups of students at risk of not achieving their potential	We will develop and implement an increasingly robust and personalised approach to students' learning through Academic Tutoring and Learner Journals at all year levels.	SLT	ongoing	1
	Develop and implement student-focussed tracking systems that target attendance and acceleration focused on those students at greatest risk of poor educational outcomes	WI/GH	ongoing	3
	We will be relentless in our tracking of Māori student achievement and initiate early intervention with students at risk of under-achievement.	WI/GH	ongoing	3
	We will continue to refine our year 8 to 9 transition process to ensure all year 9 students are well-supported in their secondary schooling. We will emphasise IEPs for students at risk of ineffective transitions.	CM/GH	Term 1 Term 3	4
We will identify and support gifted and talented education	We will allocate a budget for an Advanced Learning Programme (ALP) and identify a lead teacher	HK		1
	Lead teacher will undertake the establishment of an ALP for identified Gifted and talented students.	HK		1

We will resource and implement a year 9 and 10 Rumaki Reo class that meets the needs of our learners, their whānau and the school community as a whole	We will hire a TeachFirst teacher using Board funds to co-teach the Rumaki Reo class.	HK	Term 1	3 4 5
	We will strategically utilise the Centrally-funded PLD and rumaki start-up grant to ensure adequate human and hard resources are available.	HK	Term 1-2	
	We will partner with our local community through termly whānau hui.	HK	termly	
We will strengthen our delivery of both curricular and extra-curricular performing arts	We will appoint a teacher leader of Performing Arts Innovation using a RRR Board funded unit to lead the development of performing arts opportunities throughout the college	HK	Term 1	2
	We will develop a purposeful performing arts teaching space to be shared by our drama and MPA classes and that will encourage community involvement.	HK	Term 2	
	We will create opportunities to show-case and normalise student performance	TI	ongoing	
We will utilise 5YA and other available property resourcing to effectively support teaching and learning	We will consult with teaching staff to identify key priorities	HK	Term 1 and 2	1-5

Our learners develop intentional post-secondary pathways.

Intent	Action	Person	When	Link to Target
We will be intentional in our focus on careers exploration in Years 9 and 10	We will develop and implement an explicit and targeted year 9 and 10 careers programme	YM/ GM	Term 1 ongoing	3 4
	We will build community partnerships and authentic learning opportunities through engagement and partnering with the Secondary Schools Employment Partnership (Smart Waikato)	YM/GM	Term 2	2
	We will actively promote our Year 9 work day as a focussed point of difference for Paeroa College	GM	Term 4	3 4
We will develop additional targeted vocational pathways	We will hire a building teacher and initiate and develop a building academy utilising authentic contexts	HK	Term 1	2
	We will utilise our commercial kitchen to effectively prepare students for careers in hospitality and tourism	YM/WK	ongoing	
We will ensure all learners co-construct an outcomes-based intentional learning pathway leading to work, further training, or tertiary study	Our trades, Gateway and Secondary-Tertiary partnerships will provide robust and purposeful learning opportunities	YM/GM	ongoing	2
	University Entrance requirements will be targeted in semester 1 for all students intending to study at University	GM/TI	Term 1-2	1
	We will actively teach (using our passport) the soft skills and front end of the curriculum that learners require to make successful post-secondary transitions.	Year-level Deans	ongoing	2

We partner with, and serve the needs of, our whānau and community.

Intent	Action	Person	When	Link to Target
We will be visibly bicultural	We will ensure full participation with our Rumaki Reo class and embed and refine the Te Reo Māori and Te Ao Māori curriculum	Teaching staff	ongoing	3
	We will effectively resource and celebrate our newly established Kapahaka	BOT	Term 1	
	We will support our manukura (student leader) to increase school-wide engagement with local marae and te ao Māori <ul style="list-style-type: none"> - Māori and Pacifica awards evening - Te wiki o te reo Māori - Matariki week - Regular assembly slots 	WO	ongoing	
We will broaden our community engagement	We will adopt, implement and resource a strategic plan for sport	WI	Term 1	3 4 5
	We will empower our Head Students to forge powerful, purposeful community relationships within their area of leadership	SLT	ongoing	
	We will partner with the community to embed the enviroschools ethos and use it to support local, integrated learning contexts	AN	ongoing	
	We will initiate a whole-school Community Service Day	SLT	Term 1	
	We will utilise every opportunity to partner with the community and promote the school through participation in local events	SLT	ongoing	
	We will hold focus groups to gather community and whānau voice with regards to our strategic wellbeing initiatives	HK/GH	Term 2	3

We explicitly nurture a caring, inclusive and collaborative culture.

Intent	Action	Person	When	Link to Target
We will be intentional in our focus on wellbeing within our school	We will conduct the NZCER Wellbeing in Schools survey to identify strengths and next steps	GH	Term 3	3 4 5
	We will trial sessions for parents and whānau related to issues of student wellness (outside presenters on social media, restorative practice, trauma, etc)	GH/HK	Term 2 and 3	6
	Our Head Student- Wellbeing will be a member of the Health and Safety Committee and will establish a student focus groups to identify key wellbeing issues	HK	ongoing	3 4 5
	We will develop an anti-bullying policy and share it with our wider community	GH/HK	Term 1	3 4 5
	We will establish a user-friendly “games room” for student use in the pavilion	YM	Term1-2	1
We will celebrate success as an integral part of our community	We will be deliberate and intentional in the contents of our school newsletter with a clear outline and purpose	HK	ongoing	1
	We will use FB and social media to celebrate student achievement, sporting and cultural success	HK	ongoing	
	We will increase the “sense of occasion” and visibility with regards to our sports and academic awards	WI	Term 4	
We will embed Restorative Practice	We will develop, implement and share a Restorative Practice implementation plan for student relationship and behaviour management	CM/WI	ongoing	2

Strong leadership provides vision and direction.

Intent	Action	Person	When	Link to Target
We will develop a shared understanding of the school's vision and direction	There will be appropriate signage in each teaching space	HK	Term 1	1 to 6
	Staff meetings will explicitly make connections to the school's vision and direction	SLT	ongoing	
Senior and Middle leadership will intentionally build teacher and learner agency	We will prioritise Professional Leadership Development to build SLT capacity to support and grow teachers	HK	ongoing	6
	Leadership will co-construct a robust staff agreement focussed on our Staff profile and professional expectations	SLT	Term 2	
	Our teacher appraisal and accountability processes will focus on areas for improvement that most affect learner outcomes	HK/SLT	Term 1-4	
	Establish Professional Learning Groups (Kahui hāpai) to enable increased reflection and collaboration amongst teaching staff.	SLT	Term 1	
We will be active in our Kahui Ako	We will actively participate in the Kahui Ako leadership process	HK/AN	ongoing	2
	We will work relentlessly to build seamless literacy and numeracy transitions between contributing primary schools and the College	HK/CM	ongoing	
	We will embrace the Kahui Ako professional development opportunities	Teaching staff	ongoing	

Paeroa College BOT Annual Work and Reporting Plan: 2020

Area for Review	February	March	April	May	June
Board Processes and Planning	<ul style="list-style-type: none"> • Delegations • Election of Officers, Sub-Committee and Authorisations 	<ul style="list-style-type: none"> • Set BoT Christmas dinner date 	<ul style="list-style-type: none"> • Performance Management Appraisal for principal • Final Report of SLT performance management 		
Policy Review	2.1 Board Roles and Responsibilities 2.9 Chair's Role Description 2.19 Delegations List 2.21 Trustee Register NEW-Anti-bullying policy	<ul style="list-style-type: none"> • 2.3 Disciplinary Process in Relation to the Principal • 2.4 Principal Professional Expenses • 2.11 The Relationship between the Board and the Principal 	<ul style="list-style-type: none"> • 2.5 Reporting to the Board • 2.13 The Relationship Between the Chair and the Principal • 2.2 Responsibilities of the Principal 	<ul style="list-style-type: none"> • 2.18 Committee Policy • 2.18.1-3 Committee Terms of Reference NEW-Pandemic Policy NEW- Traumatic Response Policy	<ul style="list-style-type: none"> • 3.1 Curriculum Delivery • 3.2 Personnel Policy • 3.3 Appointments Policy (duplicate 3.20)
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> • Interim NCEA Results & Report 	<ul style="list-style-type: none"> • Final NCEA Results & Report • Final 2019 Subject Advisors reports 	<ul style="list-style-type: none"> • Confirm Specialised and Inclusive Education and ESOL programmes in place 	<ul style="list-style-type: none"> • Junior Progress including Maori/ Pasifika 	<ul style="list-style-type: none"> • Senior Progress including Maori/Pasifika
Strategic Self-Review and reporting (NAG2, 7, 8)	<ul style="list-style-type: none"> • Approve 2020 Charter • 2019 Analysis of Variance Tabled and approved • Sport strategic planning 	<ul style="list-style-type: none"> • Strategic Aim progress update 	<ul style="list-style-type: none"> • Strategic Aim progress update 	<ul style="list-style-type: none"> • Update on revised Jr curriculum 	<ul style="list-style-type: none"> • Strategic Aim progress update
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> • Update on all staffing matters at start of year 	<ul style="list-style-type: none"> • Confirm all teaching and support staff appraisals aligned to strategic priorities and underway • Interim report on SLT Performance Management plan 	<ul style="list-style-type: none"> • Confirm all teacher registrations and 6-month renewals • Confirm all Police vetting • Confirm 2020 beginning teacher PLD and induction programmes 	<ul style="list-style-type: none"> • Confirm allocation of MUs and MMAs 	<ul style="list-style-type: none"> • Mid-year report on 2020 Professional Support and Development plan for all teachers and staff.
Finance and Property (NAG 4)	<ul style="list-style-type: none"> • Finance Committee Minutes • Nov and Dec Accounts approved 	<ul style="list-style-type: none"> • Final Budget Approved • Finance Committee Minutes • Jan and Feb Accounts approved 	<ul style="list-style-type: none"> • Finance Committee Minutes • Monitoring • March Accounts approved • Annual Financial Audit 	<ul style="list-style-type: none"> • Finance Committee Minutes • Monitoring • April Accounts approved 	<ul style="list-style-type: none"> • Finance Committee Minutes • Monitoring • May Accounts approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> • Health and Safety Report 	<ul style="list-style-type: none"> • Health and Safety Report 	<ul style="list-style-type: none"> • Health and Safety Report 	<ul style="list-style-type: none"> • Health and Safety Report • Confirm legislation for students working 'off-site' being met 	<ul style="list-style-type: none"> • Health and Safety Report
Admin (NAG 6)	<ul style="list-style-type: none"> • Unconfirmed Roll and Year/Class sizes • Stand-down and Suspension Report 	<ul style="list-style-type: none"> • Confirm Roll and Year/Class sizes • 2020 dates meet open for instruction requirements • Stand-down and Suspension Report 	<ul style="list-style-type: none"> • Roll and Year/Class sizes • NCEA External Moderation Report • Stand-down and Suspension Report 	<ul style="list-style-type: none"> • Term 1 Attendance Report • Stand-down and Suspension Report • Roll and Year/Class sizes • Board/Staff Xmas Date Set 	<ul style="list-style-type: none"> • Stand-down and Suspension Report • Roll and Year/Class sizes

	July	August	September	October	November
Board Processes and Planning	<ul style="list-style-type: none"> Evaluate need for BOT governance training for new and existing trustees Review Board Annual Work/Reporting plan 	<ul style="list-style-type: none"> Progress on long-term Landscape plan 	<ul style="list-style-type: none"> BOT internal review of own processes 	<ul style="list-style-type: none"> Progress on Financial and Property plans BOT 2021 Work and Reporting Plan tabled for discussion 	<ul style="list-style-type: none"> Confirm any appropriate holiday delegations of authority BOT 2021 Work and Reporting Plan confirmed Annual Board Report to Community
Policy Review	<ul style="list-style-type: none"> 3.4 Financial Planning 3.10 Fundraising Policy NEW – Fraud/Theft Policy 	<ul style="list-style-type: none"> 3.11 Behaviour Management 3.13 Sensitive Expenditure NEW – Overseas Travel Policy 	<ul style="list-style-type: none"> 3.14 Media Policy 		
Learner Progress and Achievement (NAG 1)	<ul style="list-style-type: none"> Academies Report SCT report 	<ul style="list-style-type: none"> Junior Progress including Maori/ Pasifika 	<ul style="list-style-type: none"> NCEA Prediction Report ALP report 	<ul style="list-style-type: none"> Interim Report on Year 9 and 10 progress and achievement 	<ul style="list-style-type: none"> Final NCEA predictions Subject Advisor reports tabled
Strategic Self-Review and reporting (NAG 2,7,8)	<ul style="list-style-type: none"> Interim Report on Progress towards Targets 2021 Strategic Plan working group established 	<ul style="list-style-type: none"> Strategic Aim progress update Arts Innovation Report 	<ul style="list-style-type: none"> Strategic Aim progress update 	<ul style="list-style-type: none"> Strategic Aim progress update 2021 Strategic Plan and Targets tabled for discussion 	<ul style="list-style-type: none"> Analysis of Variance 2019 (draft) 2021 Strategic Plan and Targets Confirmed
Human resources Performance Management (NAG 3)	<ul style="list-style-type: none"> Confirm PRT support and progress Confirm any mid-year salary increments applied 	<ul style="list-style-type: none"> Confirm progress on all staff appraisals, including for MUs 	<ul style="list-style-type: none"> Confirm all teacher registrations and 6-month renewals 		<ul style="list-style-type: none"> Confirm completion of all staff annual appraisals
Finance and Property (NAG 4)	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring June Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring July Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes Monitoring August Accounts approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2021 Draft Budget tabled September Accounts Approved 	<ul style="list-style-type: none"> Finance Committee Minutes 2010 Draft Budget Approved October Accounts Approved
Health and Safety; (NAG 5)	<ul style="list-style-type: none"> Health and Safety Report 	<ul style="list-style-type: none"> Health and Safety Report – including 1st Aid Certificates and Records, Emergency evacuation trials IT strategy and cyber safety report 	<ul style="list-style-type: none"> Health and Safety Report Student and Staff Wellbeing Report 	<ul style="list-style-type: none"> Health and Safety Report Check on legislation for students working ‘off-site’ being met 	<ul style="list-style-type: none"> Health and Safety Report 2020 Injury and Incident report
Admin (NAG 6)	<ul style="list-style-type: none"> Term 2 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Term 3 Attendance Report Stand-down and Suspension Report Roll and Year/Class sizes 	<ul style="list-style-type: none"> Final 2020 Attendance and Stand-down report Interim ‘Leavers’ Report Projected 2021 Roll and Year/Class sizes

Paeroa College operations, governance and management including resources and property

Human Resources:

Key school documents that inform the Paeroa College Charter relating to human resources include:

- Job Descriptions
- Performance Agreements
- Staff Appraisals
- Staff Handbook
- School Information Pamphlet
- Staff Professional Development Programme
- Personnel & Curriculum Policies

Health and Safety:

Key school documents that inform the Paeroa College Charter relating to health and safety include:

- EOTC Policy and Procedures
- Hazards Register
- Accidents & Medical Register
- Maintenance Schedule
- Evacuations Procedures
- Student Support Programmes and Procedures
- Associated Policies
- College Health & Safety Handbook
- Health & Safety Committee minutes

Finances:

Key school documents that inform the Paeroa College Charter relating to finances include:

- Annual Budget
- 10 Year Property Plan
- SUE Reports
- Assets Register
- Auditors Reports
- Associated Policies & Procedures

Property:

Key school documents that inform the Paeroa College Charter relating to property include:

- 10 Year Property Plan
- 5 Year Property Schedule
- Maintenance Schedule
- Hazards Register
- Health and Safety Policy and Procedures
- Insurance