

PAEROA COLLEGE

“Excellence in Everything”

Charter
2021-2023

Principals' endorsement:	Amy Hacker
Board of Trustees' endorsement:	Bill Tissingh
Submission date to Ministry of Education:	1 March 2021

PAEROA COLLEGE

MAHI TAHI KIA KAHA

Excelling as a courageous, innovative, can-do community

LEARNING

Focus on progress and achievement



CULTURE

Caring, inclusive and collaborative

PATHWAYS

Planned pathways for Post-secondary success

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 275 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, we are the managing school for Thames Valley Alternative Learning service (TVAL), and we are the lead school for the Hauraki RTLB service.

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 47% 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 immersion option is available at years 9 to 11 and that Te Reo Māori is learnt by all students as a compulsory subject area in year 9, and as a robust option thereafter.
- develop an awareness of local history, story, 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. Our junior curriculum is focussed around an explicit theme each term that includes a fully integrated project week. Social Studies and English areas are delivered in a fully integrated manner. Modern learning environments are utilised where appropriate by a dedicated team of collaborative teachers. Technology, Physical Education/Health and Arts areas are delivered in discrete 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.

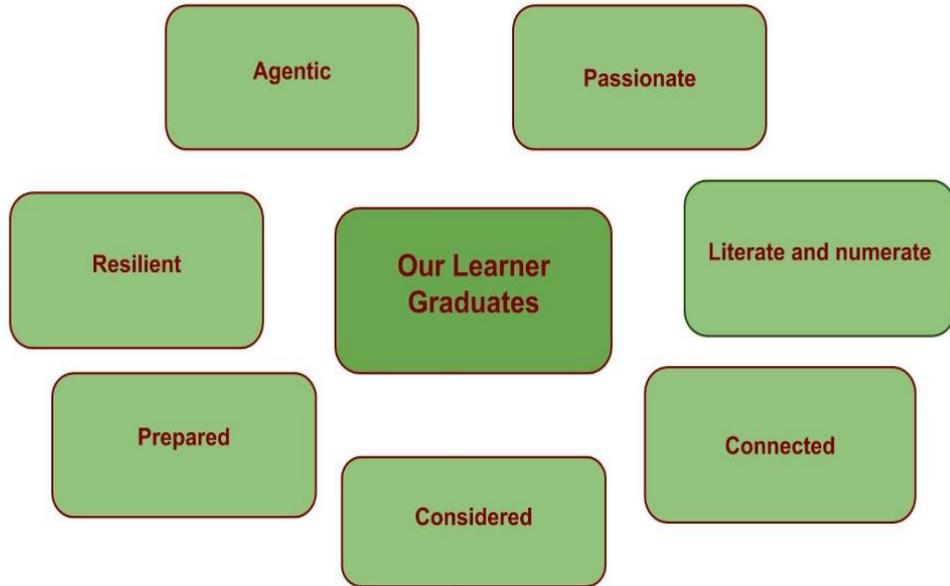
There is an expectation that all teachers collaborate in the delivery of the curriculum and that every teacher is in at least one teaching team. We understand that to personalise a curriculum we must personalise our approach as a school, and this requires deep and meaningful collaboration.

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

Mahi tahi kia kaha
Excelling as a courageous, innovative, can-do community



Our Staff Profile

Mahi tahi kia kaha
Excelling as a courageous, innovative, can-do community



Our School Context has informed our Strategic Plan

Baseline Data					
NCEA Achievement	2019/2020	L1	L2	L3	UE
	All	85%/90%	93%/88%	83%/90%	24%/32%
	Māori	72%/86%	95%/90%	84%/88%	10%/29%
	Pacific	100%/100%	100%/33%	100%/100%	100%/100%
	NZE/Pākehā	93%/91%	92%/89%	82%/90%	33%/30%
	Asian	100%/100%	100%/100%	100%/100%	0%/50%
	Male	84%/82%	86%/92%	79%/88%	11%/12%
	Female	88%/97%	100%/79%	86%/91%	36%/48%
Student Engagement	Our annual strategic plan has been informed by a comprehensive analysis of our attendance and wellbeing survey data.				
School Organisation and Structures	Our Junior Curriculum was substantial re-visioned and adapted and included a Rumaki Reo pathway for the first time in 2020. Our review of these changes to our curriculum has informed our 2021 annual plan.				
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 2021-Achievement Targets

<p>Target 1- Attendance: 90% of PC students will attend 91% of the time or more and 10% will attend 80% of the time or more</p>	<p><i>Paeroa College learner graduates will obtain purposeful high-quality qualifications and develop employment-ready skills</i></p>
<p>Target 2- Māori student engagement: Māori student attendance will be equal to non- Māori</p>	<p><i>We will work to fulfil our ethical and legal responsibilities to Tangata whenua</i></p>
<p>Target 3- Pathways: All year 13 students will leave Paeroa College with a clear line-of-sight to purposeful post-secondary training, study or employment.</p>	<p><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 post-secondary plan.</i></p>
<p>Target 4- Literacy/Numeracy: All year 9 Māori and non- Māori students who enter Paeroa College below the expected curriculum level in numeracy or literacy will make expected progress. 80% will make accelerated progress.</p>	<p><i>Research indicates that writing is key to success in NCEA. To achieve success, our students need a firm grasp of written English that they can utilise in a variety of settings.</i></p>

Paeroa College Strategic Plan

3 Year Plan 2021 – 2023

2021	2022	2023
Strategic Outcome 1: Learning focussed on progress and achievement		
Refine systems to ensure robust and accurate data are available from the start of year 9 to effectively track literacy and numeracy progress and achievement.	Implement seamless tracking system and provide appropriate PLD to ensure all teachers can effectively teach literacy and numeracy skills in diverse curriculum areas.	Implement refined longitudinal (Year 8 to 13) tracking to ensure all students experience expected progress and achievement and at-risk students experience accelerated progress.
Strategic Outcome 2: Our learners develop intentional post-secondary pathways.		
Create systems and gather data to comprehensively investigate school leaver data 18 months post-secondary.	Use school-leaver data to inform changes to our pathways program.	Adapt programme to ensure all Paeroa College students are personally satisfied and contributing effectively 18 months after leaving PC
Strategic Outcome 3: We partner with our whānau and community.		
Increasingly engage in Māori community consultation to seek views and concerns.	Regular whanau evenings are well-attended, and a Maori graduate profile is developed.	Whanau evenings have increased diversity and numbers attending. There is a sense of celebration.
Strategic Outcome 4: We nurture a caring, inclusive and collaborative culture.		
All staff have clarity around expectations of a Paeroa College team member and are engaged in ongoing professional growth.	All staff are practicing self-reflection and are committed ongoing professional growth.	Staff are adept at self-reflection and consistently inquiring into how they can improve their practice.
Staff identify benefits and barriers to extra-curricular involvement. Stock- take to determine current situation.	Every teacher is involved in our extra-curricular programme	Staff are engaged and excited about being part of the wider (extra-curricular) life of the school.
Staff work to unpack challenges regarding honest trusting communication and its importance in staff culture	Staff culture is increasingly authentic and trusting with a willingness to bring concerns to those who can address them	Open and honest communication is “how we do things around here”.

Strategic Outcome 5: Strong leadership provides vision and direction.

	Deans drive achievement and pastoral processes within their year group	Deans provide adaptive leadership	Deans take ownership of pastoral and achievement goals of their year level
	Curriculum leadership is strengthened with appropriate support from SLT and external providers	Curriculum Leaders drive teaching and learning within their learning area	Curriculum leaders provide adaptive leadership

How are we going to get there? What is our pathway and annual plan for 2021?

Learning focussed on progress and achievement				
Intent	Action	Person	When	Link to Target
Refine systems to ensure robust and accurate data are available from the start of year 9 to effectively track literacy and numeracy progress and achievement.	Lead Literacy and Lead Numeracy commence with specific responsibilities	HK	Term 1	4
	Explore effective tools that will enable us to benchmark literacy and numeracy to determine curriculum level progress	YM/GH	ongoing	
	Partner with contributing schools to ensure seamless transitions between year 8 and year 9 and robust data transfer	CM	Term 4	
	Create increasingly robust systems to track literacy and numeracy data Yrs 9 to13.	YM/GH	ongoing	
All teachers gain skill in teaching literacy and	Professional development for Literacy Teachers-Creatives in Schools Programme	GH	Term 1	

numeracy within their content areas.	PLD targeted at specific needs for literacy and maths teachers	YM/GH	Term 1-2	
	Whole staff PLD on literacy and numeracy pedagogical strategies within content areas	YM/GH	Term 3-4	
	Development of school-wide norms for key literacy and numeracy tasks (essay writing, referencing, graphing conventions etc)	YM/GH	By end of year	
	Teacher planning documents refined to make literacy and numeracy strategies explicit	YM	Term 4	
Internal review: Māori student standdown and suspension data will be analysed for equitable outcomes and appropriate plans put in place.	Senior Leadership will undertake a rigorous analysis of the who, what, where, when of standdown and suspension data from 2020 to better understand and address contributing factors to the disproportionate representation of Māori students in our standdown and suspension statistics	HK	Term 1	2

Our learners develop intentional post-secondary pathways.

Intent	Action	Person	When	Link to Target
We will be intentional in our focus on STEM careers exploration in Years 9 and 10	We will develop and implement an explicit and targeted year 9 and 10 careers programme	GM	Term 1 ongoing	3
	We will consolidate community partnerships and authentic learning opportunities through engagement and partnering with the Secondary Schools Employment Partnership (Smart Waikato)	HK/Maths	ongoing	3
We will create systems and gather data to comprehensively investigate school leaver data 18 months post-secondary.	We will develop a robust data-collection process	WI/GM	Term 1	3
	We will identify, locate, and contact at least 80% of school leavers from 2019 cohort and collect comprehensive data from them.	WI/GM	Term 2	
	We will analyse leaver data to inform changes to our 2022 pathways programme.	WI/GM	Term 3	

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

Intent	Action	Person	When	Link to Target
We will engage in Māori community consultation to seek views and concerns.	Term one whānau consultation	HK	Term 1	2 3
	Term two whānau consultation	HK	Term 2	
	Term three whānau consultation	HK	Term 3	
	Term four whānau consultation	HK	Term 4	
We will be welcoming to our community	Our social media platforms will be inclusive	HK LO	Term 1	1 2
	Our website design will be updated and easy to navigate	HK	Term 1	
	Our foyer will have updated news articles and TV used to cycle through student photos	HK	Term 1	
	We will endeavour to have a forward-facing reception person in the main office to make our school warmer and more inviting to visitors	HK	Term 2	

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	CM	Term 3	1 2
	We will implement the Free and Healthy School Lunch programme for all PC students	HK	Term 1-2	
	We will establish a pastoral centre for student use in the pavilion	YM	Term 2	
All staff have clarity around expectations of a Paeroa College team member and are engaged in ongoing professional growth.	Implement the new Professional Growth Cycle as developed in 2020 and consistent with PPTA and Teaching Council expectations.	HK/SLT	Term 1	4
	Review the new Professional Growth Cycle as utilised in 2021 and confirm any enhancements/revisions for 2022	HK/SLT	Term 4	
Identify benefits and barriers to extra-curricular involvement.	Stock- take to determine current levels of involvement.	WI/CM	Term 3	1
	Focus groups in staff meeting to identify barriers and possible strategies to increase extra-curricular involvement of staff with students.	WI/CM	Term 2	
Staff work to unpack challenges regarding honest trusting communication and its importance in staff culture	Series of staff meetings	SLT	Ongoing	1

Strong leadership provides vision and direction.

Intent	Action	Person	When	Link to Target
Deans drive achievement and pastoral processes within their year group	Weekly pastoral meetings are focussed on critical areas to maximise impact on those things that are most likely to make achievement and engagement differences for learners	CM/WI	Ongoing-Term 1	1 2
	Job Descriptions are well-understood and actions refined.	CM/WI	Term 1	
	Targeted Professional Development and mentoring is available for all members of the Dean team.	CM/WI	Term 1 and 2	
Curriculum leadership is strengthened with appropriate support from SLT and external providers	Weekly Curriculum Leader (HOD) meetings are held with clear agenda and intended outcomes. SLT-led	YM/HK	Ongoing-Term 1	3 4
	Clear Job Descriptions are co-constructed and unpacked	YM/HK	Term 1	
	Targeted Professional Development and mentoring are ensured for all members of the Curriculum leadership team	YM/HK	Ongoing	

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
- Privacy Policy

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

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

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