

PAEROA COLLEGE

“Excellence in Everything”

Charter
2021-2023

Principals' endorsement:	Amy Hacker
Board of Trustees' endorsement:	Conall Buchanan
Submission date to Ministry of Education:	1 March 2022

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 2021-2023

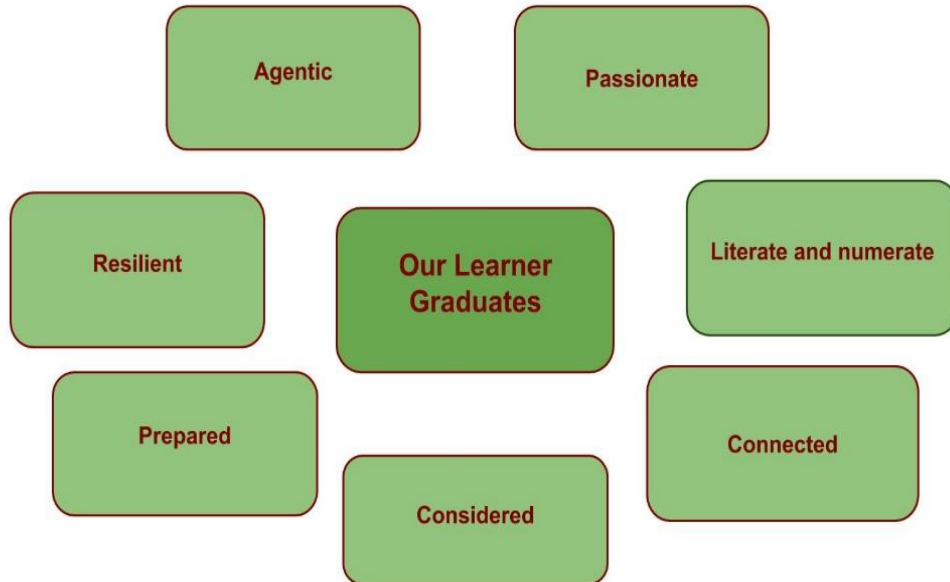
- **We explicitly nurture a caring, inclusive, and collaborative culture.**
- **We partner with and serve the needs of our whānau and community.**
- **Strong leadership provides vision and direction.**
- **Learning focusses on progress, achievement, and opportunity for all.**
- **Our learners develop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

Our Learner Profile

Our Staff Profile

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

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



Our School Context has informed our Strategic Plan

Baseline Data					
NCEA Achievement	2019/20/21	L1	L2	L3	UE
	All	85%/90%/77%	93%/88%/82%	83%/90%/82%	24%/32%/21%
	Māori	72%/86%/68%	95%/90%/76%	84%/88%/90%	10%/29%/0%
	Pacific	100%/100%/100%	100%/33%/NA	100%/100%/100%	100%/100%/0%
	NZE/Pākehā	93%/91%/80%	92%/89%/83%	82%/90%/73%	33%/30%/32%
	Asian	100%/100%/NA	100%/100%/100%	100%/100%/100%	0%/50%/0%
	Male	84%/82%/83%	86%/92%/88%	79%/88%/86%	11%/12%/5%
	Female	88%/97%/72%	100%/79%/78%	86%/91%/75%	36%/48%/50%
Student Engagement	<p>Our annual strategic plan has been informed by a comprehensive analysis of our achievement and attendance data. Students are experiencing considerable pandemic fatigue. Our annual plan has been formulated with a focus on student retention as the % drop in attainment is almost exclusively from students who left school over the course of the year.</p>				
School Organisation and Structures	<p>Our curriculum was substantial re-visioned and adapted and included a Rumaki Reo pathway (years 9 and 10) for the first time in 2020. Our review of these changes to our curriculum has informed our 2022 annual plan. 2022 will see the introduction of an intentional Rumaki Reo pathway in years 11-13. We will also introduce a Learning Hub to support students' whose IEPs require modifications of portions of their learning day to increase either support or extension.</p>				
Review of Charter and Consultation	<p>Our school community has been consulted on the development of the 2022 annual plan. We have sought feedback through selected focus groups including our Māori community, parents of children with special needs, staff and parent groups.</p>				

Annual Plan 2022-Achievement Targets

<p>Target 1- Attendance: 80% of PC students will attend >90% of the time and an additional 10% (90% total) will attend >80%.</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 12 and 13 leavers will exit 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: 90% of all year 9 and 10 Māori and non- Māori students who enter Paeroa College below the expected curriculum level (4P) in writing will make expected progress. 40% 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>
<p>Target 5- Numeracy: 90% of all year 9 and 10 Māori and non- Māori students who enter Paeroa College below the expected curriculum level (4P) in numeracy will make expected progress. 40% will make accelerated progress.</p>	<p><i>Numeracy is a foundational life skill and required for success in NCEA. To achieve success, our students need functional numeracy 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 Māori 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 2022?

Learning focussed on progress and achievement				
Intent	Action	Person	When	Link to Target
Utilize effective evidence-based literacy and numeracy tracking systems to identify and target at-risk students at risk of low attainment.	Ensure base-line curriculum-level literacy and numeracy data are obtained for all year 9 and 10 students	YM/GH	Term 1	4
	Develop whole-school teaching and learning norms for the effective development of student literacy and numeracy	YM/GH	ongoing	
	Partner with contributing schools to work towards seamless transitions between year 8 and year 9 and robust data transfer	CM/HK	Term 3/4	
	Embed robust systems to track literacy and numeracy data yrs 9/10 referenced to future yr 13 attainment in adult literacy.	YM/GH	ongoing	
Implement student focussed methodologies to support accelerated	Increase student agency through the targeted utilisation of literacy and numeracy rubrics in “student-speak” so that students can effectively identify their current competency and next-steps	YM/GH	Term 1	

literacy and numeracy progression for students below the expected curriculum level.	Provide specific small-group literacy and numeracy instruction for at-risk students	WM	ongoing	
Provide appropriate school-wide PLD to ensure all teachers can effectively teach literacy and numeracy skills in diverse curriculum areas.	Provide 3x termly PLD for all teaching staff specific to literacy and numeracy strategies across the curriculum areas	YM/GH	Term 1	
	Within School Teachers to support effective literacy teaching	YM/GH	Term 1-2	
	Imbed school-wide norms for key literacy and numeracy tasks (essay writing, referencing, graphing conventions etc)	YM/GH	Term 1	
	Teacher planning documents refined to make literacy strategies explicit	YM/GH	Term 1	
Intentional focus on increasing attendance and retention rates	Review and revise current attendance systems based on evaluative evidence	WI/CM	Term 1	1-2
	Increase student engagement in class by supporting responsive teacher pedagogy	SLT		
	Identify early (Term 1) students at risk of not completing the school year. Put supports in place or a pathway into work/cadetship.	WI/CM	Term 1	

Our learners develop intentional post-secondary pathways.

Intent	Action	Person	When	Link to Target
We will be intentional in our focus on opening diverse careers exploration in the Junior school	We will develop and implement an explicit and targeted year 9 and 10 careers programme	GM	Term 1	3
	We will consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses	GM	ongoing	3
	We will explicitly teach and celebrate passport task completion in ACA in years 9 and 10	GM	ongoing	
We will utilise school-leaver data to inform changes to our pathway programme.	We will rigorously analyse leaver data to inform next-steps to our Pathways programme and build a curriculum document and strategic plan	GM	Term 1	3
	We will develop a Careers and Pathways curriculum to be delivered within ACA	GM/YM	Term 2	
	We will develop the use of the My Mahi app to allow students to develop an employment and skills profile over the course of their secondary schooling.	SLT/GM	ongoing	
Ensure all senior students develop key work-readiness skills	Provide opportunities to ensure all year 12 students have their Learner Drivers Licence by the end of the year.	WI/YM	ongoing	3
	Provide all senior students with the opportunity to complete a first Aid course and gain associated credits	WI/YM	Term 1	
	Develop the use of the Paeroa College Passport to include financial literacy	YM/GM	ongoing	

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

Intent	Action	Person	When	Link to Target
We will engage in community consultation and programmes to bring whānau into school.	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 foyer will have updated news articles and TV used to cycle through student photos	HK	Term 1	
	Front-office will be reconfigured to increase the “front-of house” greeting potential.	HK	Term 1	
	We will celebrate our community connections and partnerships with targeted hui	HK	ongoing	

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 establish a Within-School Health and Wellbeing teacher to identify next steps and develop a wellbeing curriculum	HK/CM	Term 1	
	We will establish a pastoral centre for student use and Breakfast Club in the pavilion	SLT	Term 1	
	We will employ a school counsellor for an additional 1x day/week	HK/CM	Term 1	
	We will build on the success of our House system to support a sense of student engagement and belonging. This will include an increase in human and financial resources.	CM	Term 1	
All staff are practicing self-reflection and are committed ongoing professional growth.	Imbed the Professional Growth Cycle as initiated in 2021 to support teacher growth and development.	HK/SLT	Term 4	4
	Explore and provide teacher-specific PLD opportunities in identified areas or ongoing learning.	HK/SLT	Term 1	
	All staff will meet with SLT member to discuss PGC and next steps	SLT	Term 4	
Every teacher is involved in our extra-curricular programme	Consult with staff to create a school-wide definition of what constitutes "extra-curricular involvement"	SLT	Term 1	1
	Utilise 2021 information to have targeted conversations with all teaching staff regarding their extra-curricular involvement	SLT	Term 1	

	Create opportunities and intentionally remediate barriers to support all teaching staff being involved in an extra-curricular activity	SLT	Term 1	
Staff culture is increasingly authentic and trusting with a willingness to bring concerns to those who can address them	Series of staff meetings utilising outside provider	HK	Ongoing	1

Strong leadership provides vision and direction.

Intent	Action	Person	When	Link to Target
Deans provide adaptive leadership	Weekly pastoral meetings are impact-focussed on critical areas to maximise impact on learner achievement and engagement	CM/WI	Ongoing-Term 1	1 2
	Deans proactively establish priorities and adapt work-flow to provide critical leadership to their year-levels.	CM/WI	Term 1	
	Dean team self-identifies needs and accesses professional development suitable to their individual competencies and next steps	CM/WI	Term 1 and 2	
Curriculum Leaders drive teaching and learning within their learning area	3x termly Curriculum Leader (HOD) meetings are held and focussed on critical areas to maximise impact on those things that are most likely to make achievement and engagement differences for learners	YM/HK	Ongoing-Term 1	3 4
	Job Descriptions are well-understood, and actions refined.	YM/HK	Term 1	
	Targeted Professional Development and mentoring is available for all members of the Curriculum Leadership (HOD) team	YM/HK	Ongoing	
	Senior Leadership attends Department meetings 2x/year to provide mentoring and advice	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
- Covid Response Plan and Documentation

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