



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 2023

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 an (historically) decile 2, Year 9-13 state co-educational school located in the beautiful small town of Paeroa, in the heart of the Hauraki District. We are centrally located within an hour to major cities, beaches and recreational areas. Paeroa College serves a vibrant extended 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 330 students, with some of these being the third generation of their family to attend the college. Our students come from a range of backgrounds; approximately half identify as Māori with the remainder being almost exclusively Pākēhā.

Paeroa College is part of the Ōhinemuri 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 50% 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 Aotearoa/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 among whānau, hapū, 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. 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 classrooms.

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

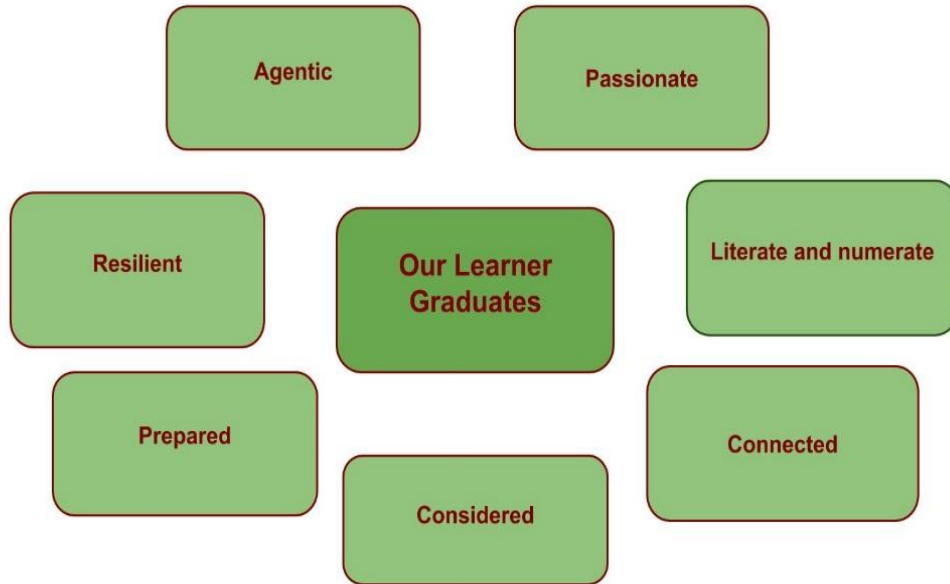
- **We explicitly nurture a caring, inclusive, and collaborative culture.**
- **We partner with and serve the needs of our whānau and community.**
- **Strong leadership provides vision and direction.**
- **Learning focusses on progress, achievement, and opportunity for all.**
- **Our learners develop 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	20/21/22	L1	L2	L3	UE
	All	90%/77%/97%	88%/82%/95%	90%/82%/85%	32%/21%/37%
	Māori	86%/68%/97%	90%/76%/93%	88%/90%/80%	29%/0%/30%
	Pacific	100%/100%/100%	33%/NA/NA	100%/100%/100%	100%/0%/0%
	NZE/Pākehā	91%/80%/97%	89%/83%/96%	90%/73%/87%	30%/32%/40%
	Asian	100%/NA/100%	100%/100%/NA	100%/100%/100%	50%/0%/33%
	Male	82%/83%/97%	92%/88%/94%	88%/86%/75%	12%/5%/8%
	Female	97%/72%/96%	79%/78%/95%	91%/75%/93%	48%/50%/60%
	Student Engagement	<p>Our annual strategic plan has been informed by a comprehensive analysis of our achievement and attendance data. In 2022, students experienced considerable pandemic fatigue. Our annual plan has been formulated with a focus on student retention and engagement. Students who did not achieve their qualifications are exclusively those who left school over the course of the year or whose attendance was below 50%. Nevertheless, 2022 NCEA results were an improvement on previous years and well above national averages. We continue to identify discrepancies in University Entrance based on ethnicity and gender.</p>			
School Organisation and Structures	<p>2023 will include a substantial realignment to our dean structure as well as the introduction of vertical “House groups” within each House to track student achievement and provide pastoral support. We will also introduce a Head of Learning Support to support students’ whose IEPs require modifications of portions of their learning day to increase either support or extension. We will have compulsory Literacy classes at year 11.</p>				

Review of Charter and Consultation	Our school community has been consulted on the development of the 2023 annual plan. We have sought feedback through selected focus groups including our Māori community, parents of children with special needs, staff and parent groups.
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Annual Plan 2023-Achievement Targets

Target 1- Attendance: 60% of PC students will attend >90% of the time and an additional 15% (75% total) will attend >80%.	<i>Paeroa College learner graduates will obtain purposeful high-quality qualifications and develop employment-ready skills.</i>
Target 2- Māori student engagement: Māori student attendance will be equal to non- Māori	<i>We will work to fulfil our ethical and legal responsibilities to Tangata whenua.</i>
Target 3- Literacy: 70% 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.	<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>
Target 4- Numeracy: 70% 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.	<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>

Target 5- Inclusive Education: All SEN students in years 9 and 10 will have IEPs and identified pathways that will enable them to be work- and life-ready upon completion of their secondary education

Inclusive education means all children and young people are engaged and achieve through being present, participating, learning and belonging. It means Paeroa College welcomes all learners and supports them to play, learn, contribute and participate in all aspects of life at the college.

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 systems 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 whānau 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 practising self-reflection and are committed to 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 2023?

Learning focussed on progress and achievement

Intent	Action	Lead Person	When	Link to Target
Implement refined longitudinal (Year 8 to 13) tracking to ensure all students experience expected progress and achievement and at-risk students experience accelerated progress.	Ensure accurate and robust base-line curriculum-level literacy and numeracy data are obtained for all year 9 and 10 students	TO-Literacy CX-Num	Term 1	3 4
	Partner with contributing schools to establish seamless transitions between year 8 and year 9	CM	Term 3/4	
	With direction and support from CM, develop sustainable methods of acquiring robust literacy and numeracy data from contributing schools within the Ōhinemuri Kāhui Ako	GH	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	ongoing	

Implement student focussed methodologies to target literacy progression for students, especially those below the expected curriculum level.	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	TO-Literacy CX-Num	Term 1	
	Provide specific small-group literacy and numeracy instruction for at-risk students	HOD Learning support	ongoing	
	Establish, resource and staff compulsory Literacy classes for all students at Year 11	HK/YM	Term 1	
	Establish, resource and staff a UE Literacy class for students at Year 12/13	HK/YM	Term 1	
Ensure all teachers can effectively teach literacy skills in diverse curriculum areas.	Refine whole-school teaching and learning norms for the effective development of student literacy	TO-Lit	ongoing	
	Utilise staff meetings to refine and embed school-wide norms for key literacy tasks (essay writing, referencing, etc)	TO-Lit	ongoing	
	Teacher planning documents refined to make literacy strategies explicit and robust	YM/HODs	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
	Identify early (Term 1) senior students at risk of not completing the school year. Put supports in place or a pathway into work/cadetship.	WI	Term 1	
	Consult with our Māori community to identify attendance barriers and enablers	HK	ongoing	
Mana ōrite mo te mātauranga Māori	Establish a <i>Mātauranga Māori Within School Teacher</i> (Kāhui Ako) role to support teachers to give life to mana ōrite and the NCEA change process.	HK	Term 1	2, 3, 4
	Provide Te Tiriti training for all staff	HK	Term 2	
	Establish a Strategic plan that gives life to mātauranga Māori at Paeroa College in rumaki and auraki spaces	SLT	Ongoing by Term 4	

	Effectively utilise 80 hours of regionally allocated PLD towards a localised curriculum across the learning areas that embeds mātauranga Māori		Ongoing by Term 4	
Develop and implement programmes that support students to become courageous, innovative and resilient young adults	Partner with Perry Outdoor Education Trust (POET) to deliver outdoor education camps at years 9, 10 and 13 that inspire courage, innovation and resiliency		Ongoing by Term 4	
	Utilise the Paeroa College passport to explicitly teach and reward the “soft-skills” appropriate to each learning level		Ongoing by Term 4	
	Grow the number of students involved in the Duke of Edenborough scheme and award at least 10 certificates, celebrated in assembly.		Ongoing by Term 4	

Our learners develop intentional post-secondary pathways.

Intent	Action	Lead Person	When	Link to Target
Become increasingly intentional in our delivery of Carers and Pathways education	Deliver a Careers Strategic Plan to Board of Trustees for consultation	YM/GM	Term 1	3
	Refine and implement an explicit and targeted year 9-13 Careers and Pathways curriculum to be delivered within ACA	GM	Term 1	
	Consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses (SSEP)	GM	ongoing	
	Explicitly teach and celebrate Paeroa College Passport completion in ACA in years 9-13	GM	ongoing	
	Refine the use of the My Mahi app to enable 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.	HK	ongoing	3
	Provide all year 12 and 13 students with the opportunity to complete a First Aid course and gain associated credits	YM/WI	Term 1	
Increase the number of Māori students who earn University Entrance	Ensure all Year 11 students study a purposeful NCEA L1 literacy class			
	Ensure all year 13 Māori students study a course leading to University Entrance			

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 actively celebrate success	Our social media platforms will highlight student achievement and success	HK LO	ongoing	1 2
	Utilise local papers with at least one advertorial per term	HK	Term 1-4	
	Develop a system to ensure our school sign is updated regularly and communicated “who we are” with our community	HK	Term 1	
	Celebrate our student achievement through the revitalisation of AME Awards and Māori Awards evenings	HK	Term 1	

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	Utilise the results of the 2022 NZCER survey to explicitly address highlighted issues	CM/HS	Term 1	1 2
	Conduct the NZCER Wellbeing in Schools survey to identify strengths and next steps	CM	Term 3	
	Our Within-School Health and Wellbeing teacher will finalise our revised Health curriculum based on the Te Whare Tapa Whā model	YM/HS	Term 1	
	Utilise the pastoral centre in the pavilion to support student wellbeing	SLT	Term 1	
	Develop and implement a strategy to increase the role of the counsellor in the “life of the school”	HK/CM	Term 1	
	Install and use ICTV security cameras to provide protection to staff and students and support prosocial behaviour in our community	HK/WI/CM	Term 1 and ongoing	
	Ensure all students and whānau have access to education regarding the use of vaping products. Target this education to specifically address the needs of those students with addictions or who are at risk of addiction.	HK/WI/CM	Ongoing with outside provider Term 4	
Staff are adept at self-reflection and consistently inquiring into how they can improve their practice.	All fully registered teachers will establish appropriate PGC goals and next steps based on evidence	HK/SLT	Term 1	4
	Teachers will actively seek appropriate PLD opportunities in identified areas or ongoing learning.	HK	Term 1	

	The Professional Growth Cycle will support teacher growth and development in Te Reo me ōna tikanga Māori.	HK/SLT	ongoing	
Staff are engaged and excited about being part of the wider (extra-curricular) life of the school.	Embed processes for establishing new clubs and extracurricular opportunities and advertising current opportunities	HK	Term 1	1
	Update the school website with a clubs and activities page	HK	Term 1	
	“Sport Photographs” to include time for photos of Clubs taken by PhotoLife	WI/KS	Term 3	
	Establish a “volunteer celebration” to recognise all staff involved in clubs or sports	HK/KS/CX	Term 4	
	Develop our Sports “Wall of Fame” and formalise our induction process	HK/KS/BE	Term 2	
Open and honest communication is “how we do things around here”.	Collaboratively create a staff “person specifications” that encapsulates our collective understanding of what honest and supportive communication looks and feels like at Paeroa College	HK/working group	Term 1-2	

Strong leadership provides vision and direction.

Intent	Action	Person	When	Link to Target
A new position "HOD Learning Support" is established	Teaching Staff member (new or existing) takes up position	HK	Term 1	5
	Job Description is refined in collaboration with successful candidate	HK	Term 1	
Deans take ownership of pastoral and achievement goals of their year level	Deans meet as needed with appropriate DP to focus on critical areas to maximise impact on learner success	CM/WI	Ongoing-Term 1	1 2
	Pastoral Deans fully understand Paeroa College pastoral processes and take responsibility for their role in them.	CM/WI	Term 1	
	Achievement Deans fully understand Paeroa College achievement processes and take responsibility for their role in them.	YM	Term 1 and 2	
Curriculum leaders provide adaptive leadership	HODs self-identify needs and access professional development suitable to their individual competencies and next steps	YM/HK	Ongoing-Term 1	3 4
	All HODs meet fortnightly with an SLT member to address leadership growth and next-steps	YM/HK	ongoing	
	HODs proactively establish priorities, hold staff accountable and adapt work-flow to provide critical leadership to their Learning Areas	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

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

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