

AOV 2022-Achievement Targets

Target	Rational	Summative Evaluation																		
<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>This ambitious target was not met.</p> <p>In 2022, daily attendance rates were typically in the low to mid 80%. Nevertheless, the number of students attending regularly was less than 50%. Nationally, attendance rates were at an all-time low. Our attendance rates are comparable to other similar schools.</p> <table border="1" data-bbox="967 678 1951 951"> <thead> <tr> <th></th> <th>>90% attendance</th> <th>>80% attendance</th> </tr> </thead> <tbody> <tr> <td>Year 13</td> <td>36%</td> <td>60%</td> </tr> <tr> <td>Year 12</td> <td>33%</td> <td>70%</td> </tr> <tr> <td>Year 11</td> <td>45%</td> <td>71%</td> </tr> <tr> <td>Year 10</td> <td>48%</td> <td>79%</td> </tr> <tr> <td>Year 9</td> <td>36%</td> <td>76%</td> </tr> </tbody> </table> <p>Students attending less than 80% miss an average of more than 1 day per week, or nearly a full term of school. Our attendance teachers and deans worked hard to engage with families and encourage our reluctant attenders to re-engage with school. A large portion of our attendance challenges were due to illness. We supported our families with free winter jackets, lunches, breakfasts, chrome books and wavers of a variety of fees. Nevertheless, attendance is not where we would like it to be.</p>		>90% attendance	>80% attendance	Year 13	36%	60%	Year 12	33%	70%	Year 11	45%	71%	Year 10	48%	79%	Year 9	36%	76%
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<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>We will continue to employ an attendance administrator in 2023. This target was not met.</p> <p>We must continue to consult with our community to see what more we can do and to work to foster community-wide understanding of the importance of regular attendance to achievement.</p> <p style="text-align: center;">% students with >90% attendance</p> <table border="1" data-bbox="936 603 1939 887"> <thead> <tr> <th></th> <th>Māori</th> <th>Non-Māori</th> </tr> </thead> <tbody> <tr> <td>Year 13</td> <td>25%</td> <td>41%</td> </tr> <tr> <td>Year 12</td> <td>17%</td> <td>44%</td> </tr> <tr> <td>Year 11</td> <td>25%</td> <td>59%</td> </tr> <tr> <td>Year 10</td> <td>41%</td> <td>54%</td> </tr> <tr> <td>Year 9</td> <td>26%</td> <td>47%</td> </tr> </tbody> </table>		Māori	Non-Māori	Year 13	25%	41%	Year 12	17%	44%	Year 11	25%	59%	Year 10	41%	54%	Year 9	26%	47%
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<p>Target 3- Pathways: All year 12 and 13 leavers will exit Paeroa College with a clear line-of-sight to purposeful post-secondary</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</i></p>	<p>This target was met.</p> <p>We added an additional 5 hours/week to our Pathways Admin (special MOE resourcing) to support follow-up with students who leave school during the year to employment.</p> <p>All students aged 16 and above have had the opportunity to achieve their Learners Licence</p>																		

<p>training, study or employment.</p>	<p><i>enable our students to co-construct a meaningful and robust post-secondary plan.</i></p>	<p>Year 12 and 13 deans worked with all students to construct meaningful post-secondary pathways for all school leavers.</p> <p>All leaving students left school with a clear plan to further education, training or employment.</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>Data are not yet available to determine if this target has been met.</p> <p>This is an ambitious target, given the attendance challenges we are currently facing. However, all teachers taught literacy across the junior learning areas, so I am confident that we are working as a team. Qualitative data indicate that this intentional focus is lifting student literacy in both reading and writing.</p> <p>The pavilion has been setup as a reading space and is now able to be utilised. Junior literacy classes are timetabled into it and we are promoting reading as a pleasurable activity.</p> <p>In 2023, it is my intention to have compulsory Literacy (used to be English) as a subject. This has not been the case since prior to my arrival in 2019.</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</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</i></p>	<p>Data are not yet available to determine if this target has been met.</p> <p>This is an ambitious target, given the attendance challenges we are currently facing.</p> <p>However, our maths teachers are working well as a team and have developed a deep understanding of mathematics at each curriculum level. The appointment of an additional maths specialist at the start</p>

<p>numeracy will make expected progress. 40% will make accelerated progress.</p>	<p><i>in a variety of settings.</i></p>	<p>of 2022 has been key. The numeracy team has developed resources to use across the junior learning areas and teachers have agreed on school-wide norms for teaching numeracy when these skills are used in other learning areas (eg graphing in science). Qualitative data indicate that this intentional focus is lifting student numeracy in comparison to previous years.</p>
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Analysis of Variance 2022 Annual Plan

Learning focussed on progress and achievement

Intent	Action	Person	When	Progress
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	All data have been collected and analysed. Report presented to the BoT
	Develop whole-school teaching and learning norms for the effective development of student literacy and numeracy	YM/GH	ongoing	These have been developed. Implementation is ongoing. Recent staff meetings have focussed on literacy and a comprehensive set of school-wide posters highlighting "the PC way" have been developed and put up. Staff are accessing these and continuing to grow and reflect
	Partner with contributing schools to work towards seamless transitions between year 8 and year 9 and robust data transfer	CM/HK	Term 3/4	Driven by the college, there has been an intentional focus throughout the Kahui Ako on better transitions between our contributing primary schools and the college. This includes several transition days as well as the collection of data regarding incoming students. This has been highly successful.
	Embed robust systems to track literacy and numeracy data yrs 9/10 referenced to future yr 13 attainment in adult literacy.	YM/GH	ongoing	We have developed a clear system for tracking literacy and numeracy levels from start of year 9 through to end of year 10. We have used these data to construct plans to ensure support is in place for all PC students to obtain functional literacy and numeracy. We have hired a Lead Literacy teacher for 2023.
Implement student focussed methodologies to support accelerated	Increase student agency through the targeted utilisation of literacy and numeracy rubrics in	YM/GH	Term 1	Rubrics are completed and students have been introduced to them

literacy and numeracy progression for students below the expected curriculum level.	"student-speak" so that students can effectively identify their current competency and next-steps			
	Provide specific small-group literacy and numeracy instruction for at-risk students	WM	ongoing	Small literacy group has been established and resourced. These students are making significant progress.
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	Term 1 PLD is complete.
	Within School Teachers to support effective literacy teaching	YM/GH	Term 1-2	Our within school Kahui Ako teacher provided carefully constructed support to all teachers to enable them to be effective teachers of literacy. Her role has now been upgraded to Across-School teacher. She will continue to support our literacy planning and tracking for the 2022 school year.
	Imbed school-wide norms for key literacy and numeracy tasks (essay writing, referencing, graphing conventions etc)	YM/GH	Term 1	There is robust buy-in from all staff that this is a key target. All learning areas incorporate literacy instruction of at least 20 minutes into their teaching plans. School wide norms are increasingly understood and followed
	Teacher planning documents refined to make literacy strategies explicit	YM/GH	Term 1	Complete
	Review and revise current attendance	WI/CM	Term 1	Complete

Intentional focus on increasing attendance and retention rates	systems based on evaluative evidence			
	Increase student engagement in class by supporting responsive teacher pedagogy	SLT	ongoing	Professional growth cycles of all teaching staff are aligned with the Standards for the Teaching Profession. Most teachers have completed these for the year. One teacher is receiving support and mentoring as significant gaps were identified. This programme of support would appear to be addressing the concerns.
	Identify early (Term 1) students at risk of not completing the school year. Put supports in place or a pathway into work/cadetship.	W/CM	Term 1	This has been a very intentional piece of work. You will see by our enrolment figures that a number of year 12 and 13 students left school after 1 March roll return. In most cases, this was a positive outcome as students were transitioned into work or training. The roll is now stable. It is expected that some current students may leave school early after completing their year-level qualification.

Our learners develop intentional post-secondary pathways.

Intent	Action	Person	When	Progress
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	The strategic placement of our head of careers into a targeted teaching slot has occurred. There are clear schemes and planning in place.
	We will consolidate community partnerships and authentic learning opportunities through engagement and partnering with local businesses	GM	ongoing	We have a large number of students out on Gateway and work placements. We consistently utilise all of the Gateway placements we are funded for. We have on-boarded several new partnerships with local employers.
	We will explicitly teach and celebrate passport task completion in ACA in years 9 and 10	GM	ongoing	Completion of passport activities occurs regularly in ACA. We are ensuring these "front-end-curriculum" soft skills are celebrated. We have developed a new "badge" that will be awarded at the end of the year to students who have completed all passport tasks.
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	This project is ongoing for 2023. The curriculum document and strategic plan are in draft form and will be presented to the Board early in 2023
	We will develop a Careers and Pathways curriculum to be delivered within ACA	GM/YM	Term 2	This has been completed.
	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	We have established a relationship with My Mahi and have begun to use it. Our revised curriculum for ACA includes building this in across all year levels.

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	We are utilising the extramural funding received from MOE to support all students 16 years and older to obtain their Learners. All year 13 students are on track to have lessons that will enable them to earn their Restricted Licence. All eligible and interested year 11 students have gained their learners
	Provide all senior students with the opportunity to complete a first Aid course and gain associated credits	WI/YM	Term 1	This was completed early in the year for all year 12 students and any year 13 students who did not yet have their First Aid qualification
	Develop the use of the Paeroa College Passport to include financial literacy	YM/GM	ongoing	Financial Literacy tasks have been developed and integrated into the teaching plans.

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

Intent	Action	Person	When	Progress
We will engage in community consultation and programmes to bring whānau into school.	Term one whānau consultation	HK	Term 1	In person hui have not happened due to COVID red-light setting
	Term two whānau consultation	HK	Term 2	Term 2 whānau hui was on 30 June. This was well attended and very celebratory as our families ratified the rumaki graduate profile
	Term three whānau consultation	HK	Term 3	We have had 2x whānau hui in T3. One was to look at person specifications for our new Rumaki kaiako. This was poorly attended. Our second hui took place last week and was attended by over 40 people. It was held in conjunction with our Learning Showcase. We have an additional hui scheduled for this week.
	Term four whānau consultation	HK	Term 4	A rumaki consultation took place on 22 November at the marae. There is a community consultation also scheduled for 29 November.
We will be welcoming to our community	Our social media platforms will be inclusive	HK LO	Term 1	The social media platforms continue to be engaging and current. A head student has been made an administrator on our Instagram account to allow for targeted upload of information for a student audience.
	Our foyer will have updated news articles and TV used to cycle through student photos	HK	Term 1	Completed
	Front-office will be reconfigured to increase the "front-of house" greeting potential.	HK	Term 1	Construction for this is well and truly underway. For a number of reasons, it was put off until Term 3. The design and renovation are complete and include ergonomic standing desks. Come have a look!

	We will celebrate our community connections and partnerships	HK	ongoing	Despite the obstacles presented early in the year due to the COVID environment, we are making real progress here. We have had two well attended HSP days. Our HODs, DP and our Head Student Learning put together a learning Showcase night in Term 3 that was standing room only. We are continuing to partner with our community through our breakfast club, in which Rotary volunteers come each week. Over 30 students supported the Vintage car show.
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We explicitly nurture a caring, inclusive and collaborative culture.

Intent	Action	Person	When	Progress
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	This has been conducted. Data are being analysed and will inform an action plan for 2023
	We will establish a Within-School Health and Wellbeing teacher to identify next steps and develop a wellbeing curriculum	HK/CM	Term 1	Miranda Hodgson has been appointed to this position
	We will establish a pastoral centre for student use and Breakfast Club in the pavilion	SLT	Term 1	This is established. Breakfast club happens every morning. We are looking at ways of increasing the number of students attending.
	We will employ a school counsellor for an additional 1x day/week	HK/CM	Term 1	We had 4 days of counselling service available, delivered by 2 separate counsellors who appealed to different students. We have established a new counselling space next to the nurse's office, to create a "wellness" centre.
	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	A teacher Head of House has been established for each House. There is a coloured trophy cabinet in the hall with shields designed and hung for each individual competition.
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	This was completed late Term 3 due to the busyness of Term 4
	Explore and provide teacher-specific PLD opportunities in identified areas or ongoing learning.	HK/SLT	Term 1	Teachers have worked with a "buddy" critical friend to help establish professional learning needs and source appropriate PLD.

	All staff will meet with SLT member to discuss PGC and next steps	SLT	Term 4	This was completed late Term 3 due to the busyness of 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	This has been discussed in our professional learning groups (Kahui Hapai) and a whole-school definition has been developed
	Utilise 2021 information to have targeted conversations with all teaching staff regarding their extra-curricular involvement	SLT	Term 1	We have had a large increase in the number of staff involved with extracurricular sport and/or clubs.
	Create opportunities and intentionally remediate barriers to support all teaching staff being involved in an extra-curricular activity	SLT	Term 1	The number of teachers involved in extra-curricular at PC has increased markedly due to clear processes regarding clubs. All but approximately 6 teaching staff are involved in sport or club activities. (out of 29 total)
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	We have had two staff meetings with David Bradford (University of Waikato). The focus of these has been on staff culture and working towards a staff profile. Staff voice has indicated that there are some ongoing challenges and that SLT is perceived, by some teachers, to be difficult to approach and/or disagree with. The development of a staff profile will be a key goal for 2023.

Strong leadership provides vision and direction.

Intent	Action	Person	When	Progress
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	Pastoral meetings happen weekly and (through a robust consultation process) have been refined to focus clearly.
	Deans proactively establish priorities and adapt work-flow to provide critical leadership to their year-levels.	CM/WI	Term 1	Deans are working very well as year-level teams. For most of them, this is the third year in the position, and they are able to provide clear leadership to the year-level teaching staff. Dean groups (committees) are effectively working on specific initiatives.
	Dean team self-identifies needs and accesses professional development suitable to their individual competencies and next steps	CM/WI	Term 1 and 2	I have conducted a review of the Dean structure with SLT. We have established a new structure with 6 Deans, 2 Achievement (one Jr and 1 Sr) and 4 Pastoral (yr 9,10,11,12-13). This new Dean structure will be implemented in 2023, as well as vertical House Groups to support out students' pastoral and achievement needs.
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	HOD meetings are held with an agenda that reflects both the management and leadership responsibilities of our HODs
	Job Descriptions are well-understood, and actions refined.	YM/HK	Term 1	Termly meetings with HODs have been initiated and held in terms 1 and 2.

	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	Tina and I have not yet been able to prioritise this. It will need to be prioritised in 2023 to support HOD growth and development.

