



PAEROA COLLEGE

“Excellence in Everything”

Strategic Plan
2024-2025

Principals' endorsement:	Amy Hacker/ Kieran Udy (Acting)
Board of Trustees' endorsement:	Conall Buchanan
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PAEROA COLLEGE

MAHI TAHI KIA KAHA

Vision: 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 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.

Paeroa College is a member 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.

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 and community are proud of our 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 Marau ā-kura is continually developed, evaluated and refined so that it provides authentic, relevant and inclusive opportunities for students to pursue their interests while also covering all aspects of The New Zealand Curriculum (English Medium) and Te Marautanga o Aotearoa (Māori Medium). The school is also an early adopter of Te Mātaiaho (the refreshed NZ curriculum) which is designed to give practical effect to Te Tiriti o Waitangi and be inclusive, clear, and easy to use. All staff work to personalise and localise the curriculum and teachers 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 skills 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.

Summary of the information used to develop this plan:

(e.g. what data did you use, key themes from community engagement, how did you do your engagement, how do your goals reflect the aspirations of your community, how did you prioritise your strategic goals) Refer Regulation 7 (c)

At our core, we are an inclusive, family orientated school of approximately 350 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. The local Māori community comprises three local iwi: Ngāti Hako, Ngāti Tara Tokanui, and Ngāti Tamaterā.

To develop this Strategic Plan, we sought community engagement through a variety of modalities in an effort to capture the voice of all groups of stakeholders, including our Māori community, parents of children with special needs, staff, business members and parent groups. We collected information through written surveys, focus groups, and informal conversations. We were highly intentional about offering multiple ways for the community to share what was, and what was not, working at our school. We also partnered with the Ōhinemuri Kāhui Ako, of which Paeroa College is a member, to utilise the Achievement Challenges as a source of community-wide input.

The Board is committed to fostering relationships, policies and practices that reflect New Zealand's cultural diversity and the unique position of Māori as tangata whenua. As part of our community engagement, we specifically sought input from Māori students, whānau, hapu and iwi on the extent to which the explicit and implicit curriculum was effective in meeting the Board's objectives as a full Te Tiriti partner. In particular, we sought feedback on the extent to which the school:

- integrates our students' identity, language and culture into the life of the school.
- promotes high expectations for Māori students to succeed in education as Māori
- develops effective resources to provide support for students with low attendance and/or engagement
- explicitly supports students to develop an awareness of local history and knowledge
- develops reciprocal relationships among whānau, hapū, iwi

We took exhaustive notes on the input received and utilised it along with a comprehensive analysis of our achievement and attendance quantitative data to develop three key strategic goals that reflect the identified priorities and aspirations of our community.

Quantitative Baseline Data					
NCEA Attainment	21/22/23	L1	L2	L3	UE
	All	77%/97%/91%	82%/95%/73%	82%/85%/88%	21%/37%/25%
	Māori	68%/97%/89%	76%/93%/57%	90%/80%/89%	0%/30%/11%
	Pacific	100%/100%/NA	NA/NA/	100%/100%/NA	0%/0%/NA
	NZE/Pākehā	80%/97%/92%	83%/96%/85%	73%/87%/93%	32%/40%/33%
	Asian	NA/100%/100%	100%/NA/100%	100%/100%/NA	0%/33%/NA
	Male	83%/97%/91%	88%/94%/66%	86%/75%/75%	5%/8%/13%
	Female	72%/96%/92%	78%/95%/82%	75%/93%/94%	50%/60%/31%
	NCEA Endorsements and tertiary aspirations	We continue to identify discrepancies in STEM subjects, University Entrance and Endorsements based on ethnicity and gender. Māori and male students are less likely to attain endorsements or pursue UE than are Pākehā and female students.			
Student Attendance and Retention	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%.				

Our Strategic Intentions 2024-2025

- provide ākonga with an aspirational, integrated and localised curriculum
- empower all ākonga to engage meaningfully in education through regular attendance
- prioritise identity, belonging and wellbeing for all ākonga

Strategic Goal	Link to Board Primary Objectives	Links to Education Requirements	What do we expect to see?	How will we make progress towards this goal?	How will we measure success?
Provide ākonga with an aspirational, integrated and localised curriculum	<p>All of Section 127 (1) applies</p> <p>*every student can reach their highest possible educational achievement in a physically and emotionally safe environment</p> <p>*the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.</p>	<p>NELP priorities 1,2,3,4,5,6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>NCEA Change Programme</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Tau Mai Te Reo</p>	Our localised school curriculum actively reflects Te Mātaiaho and the NCEA change programme as well as our community and local iwi priorities	We will effectively implement the curriculum and NCEA changes through effective partnerships with tangata whenua	Annual tracking of our local school curriculum development and implementation is in keeping with NCEA and Te Mātaiaho implementation timelines and co-constructed with local iwi
			Our kaiako are confident in their use of Te Mātaiaho and the new NCEA Programme and can utilise them effectively and confidently with ākonga	We will engage in ongoing professional development opportunities for school leaders and kaiako	Akonga, whānau and Kaiako feedback will be used to measure engagement and understanding
			Our innovative localised school curriculum supports future-focussed learning	We will actively incorporate marau a kura and matauranga Māori into our STEM subjects	An increasing number of our ākonga will study STEM subjects at the senior level
			Our ākonga will experience success through inspirational, relevant and authentic learning	We will ensure achievement tracking and programming ensures success for all ākonga	NCEA attainment rates will continue to be excellent and equitable
			All ākonga will be functionally literate and numerate	We will continue to embed literacy and numeracy across the curriculum in years 9 and 10	A large majority of year 10 students will successfully earn the literacy and numeracy co-credentials
			We will cultivate school-wide understanding of the importance of deep learning to personal and societal aspirations	We will build awareness and grow understanding of Te Mātaiaho and NCEA endorsement in our Māori students and whānau	An increasing number of students will gain NCEA endorsements, in particular Māori students
			We will foster an aspirational learning culture for all students	We will engage in PLD opportunities to empower leaders and Kaiako to develop increasingly high aspirations for all learners	An increasing number of Māori students will leave school to further tertiary study

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Empower all ākongā to engage meaningfully in education through regular attendance	<p>All of Section 127 (1) applies</p> <p>*every student can reach their highest possible educational achievement in a physically and emotionally safe environment</p> <p>*the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.</p>	<p>NELP priorities 1,2,3,4,5,6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>MOE Attendance and Engagement Strategy</p> <p>Wellbeing In Education Strategy</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Tau Mai Te Reo</p>	Increased levels of attendance across all year groups	We will provide PLD to kaiako and school leaders regarding trauma and relational pedagogical classroom practice. Local commissioned research (Kahui Ako) emphasised the importance of student-teacher relationships and their influence on attendance.	% of students with regular attendance will increase at all year levels relative to 2023 figures
			A decreasing disparity between Māori and Pākehā attendance rates	We will be intentional in developing a marau a kura in partnership with local iwi that supports their aspirations and removes attendance barriers.	The gap between the % of Māori students with regular attendance and the % of Pākehā with regular attendance will become smaller
			A reduction in school absences resulting from disciplinary actions	We will develop increasingly effective pastoral systems to reduce vaping in school without removing students from the educational environment	Decreased levels of stand downs

Strategic Goal	Link to Board Primary Objectives	Links to Education Requirements	What do we expect to see?	How will we make progress towards this goal?	How will we measure success?
<p>Prioritise identity, belonging and wellbeing for all ākonga</p>	<p>All of Section 127 (1) applies</p> <p>*every student can reach their highest possible educational achievement in a physically and emotionally safe environment</p> <p>*the school gives effect to Te Tiriti o Waitangi, is inclusive, and caters for students' individual needs.</p>	<p>NELP priorities 1,2,3,4,5,6</p> <p>Te Mātaiaho and the Common Practice Model</p> <p>MOE Attendance and Engagement Strategy</p> <p>Wellbeing In Education Strategy</p> <p>The New Zealand Child and Wellbeing Strategy</p> <p>Ka Hikitia – Ka Hāpaitia</p> <p>Tau Mai Te Reo</p>	<p>A school-wide Te ao Māori strategy developed in partnership with whānau, hapu and iwi</p>	<p>We will partner with tangata whenua to develop a Te ao Māori Strategy that ensures matauranga Māori, local tikanga, and tangata whenua priorities are integral to the school culture</p>	<p>Tangata whenua satisfaction and confirmation that effective partnerships have been developed and implemented in the creation of a Te ao Māori strategy for Paeroa College</p>
			<p>A well developed and effective peer support programme that honours the unique identity and culture of each learner</p>	<p>Cultivate and embed a robust peer-support programme for years 9 and 10</p>	<p>Student and Kaiako voice will be pared with whānau input to assess the effectiveness of the programme</p>
			<p>All students will have access to appropriate wellbeing support systems</p>	<p>We will employ additional social workers/youth workers to support at-risk youth</p>	<p>Year 9 and 10 students will have access to appropriate instruction and mentoring for their developmental stage and age</p>