

Annual Implementation Plan Paeroa College

Summary of the plan

There are three main focus areas for 2024 which are:

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

We have identified actions for 2024 that should enable us to make significant progress towards these goals. The commissioning of a cultural audit is a significant commitment by Paeroa College to ensure that our kura can work to ensure that our environment reflects our commitments under Te Tiriti o Waitangi. This audit will provide next steps for both the Te Ao Māori advisory group to work on with the school BOT and SLT to better improve outcomes for all our students.

Where we are currently at:

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year. This could also be a link to your statement of variance or videos/comms on progress)

Regulation 9(1)(e)

In 2023 we had a focus around gathering community voice and working in partnership with community and whanau. Work was also done around attendance and improving engagement. Paeroa College were fortunate to be granted hours from the MOE PLD Central fund and this was used to work on Te Mātaiaho and localized curriculum.

In 2023 we had the following goals:

1. Māori student attendance will be equal to non- Māori. *Māori attendance rates in 2023 were still below those of non-Māori.*
2. 60% of PC students will attend >90% of the time and an additional 15% (75% total) will attend >80%. *In 2023 attendance rates for the whole school above 90% were at 44%.*
3. 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. *Progress was made towards this goal but further work is needed in this area.*
4. 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. *Progress was made towards this goal but further work is needed in this area.*

How will our targets and actions give effect to Te Tiriti o Waitangi:

Regulation 9(1)(g)

Improved attendance, wellbeing and a localized curriculum will ensure that we are providing the best opportunities for our Māori akonga. A key action from our annual improvement plan is a cultural audit to be conducted by Dr Mike Paki to provide the school with a realistic overview of where we are currently at when it come to Te Ao Māori and ensuring that our kura reflects the bicultural commitments underlined by Te Tiriti o Waitangi. A consultative group is also being established that includes BOT, SLT, Teacher and Iwi representatives to then look into the recommendations and also to consider other actions moving forward.

Your plan needs to include how the teaching and learning strategies and programmes of your school support students to progress and achieve with a particular emphasis on literacy and mathematics, and te reo matatini and pāngarau, and on addressing the needs of students whose needs have not yet been well met.

You may like to include this in one or more of your Annual Targets/Goals or your Actions or you could write a summary to sit on this page.

Regulation 9(1)(f)

Currently we have both literacy and numeracy coordinators who work to ensure that our students are gaining proficiency in both of these key areas. They then report to the BOT on an annual basis around progress made. We also have in place support in the junior school for students with additional needs in both these areas who work with our HOD Learning Support to ensure they are provided with appropriate targeted supports.

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Strategic Goal 1 Provide ākonga with an aspirational, integrated and localised curriculum Regulation 9(1)(a)				
Annual Target/Goal: Our localised school curriculum actively reflects Te Mātaiaho and the NCEA change programme as well as our community and local iwi priorities Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Our localised school curriculum actively reflects Te Mātaiaho and the NCEA change programme as well as our community and local iwi priorities. All ākonga will be functionally literate and numerate. Our kaiako are confident in their use of Te Mātaiaho and the new NCEA Programme and can utilise them effectively and confidently with ākonga.				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
PLD for Te Mātaiaho for all staff	DP Curriculum	Teacher only days (x2) over the year using adapted resources from MOE.	Term One to four	Teachers have engaged with the PLD provided and are then using this knowledge to inform course planning.
Redevelopment of planning at Year 9 and 10 across all areas of the curriculum to include explicit Mātauranga Māori concepts and teachings	DP Curriculum and Mātauranga Māori Lead	Documents developed and time given to complete documents as a department with support from Mātauranga Māori Lead.	Term One to Four	HOD's have made in their unit plans across Year 9 and 10 explicit links to Mātauranga Māori concepts and teachings
Across school literacy and numeracy processes and strategies	DP Curriculum and Literacy and Numeracy Coordinators	School developed resources addressing specific reading, writing and numeracy focuses.	Term One to Four	Targeted support will be provided to students who need additional support. This will lead to improved levels of both numeracy and literacy for these students.
Dedicated time each week in each Year 9 and 10 subject to applying literacy and numeracy skills	DP Curriculum and Head's of Department	Lesson planning documents.	Term One to Four	Teachers will be making connections to literacy and numeracy skills explicitly and implicitly across all subject areas. Skills will be practised in different subject contexts.

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Strategic Goal 2 Empower all ākonga to engage meaningfully in education through regular attendance Regulation 9(1)(a)				
Annual Target/Goal: Increased levels of attendance across all year groups Regulation 9(1)(a)				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) Regulation 9(1)(d)				
Increased levels of attendance across all year groups A decreasing disparity between Māori and Pākehā attendance rates				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)
Regular monitoring of attendance rates	DP Junior School & DP Senior School	Kamar data and tracking of students with chronic attendance issues. Deans along with DP's will monitor these and make contact with whanau and agencies as needed.	Term One to Four	Percentages of unknown absences will decrease. Percentages of absences will also decrease.
Research to be conducted and reported on around barriers to attendance	External agency Paeroa Community Trust	Paeroa Community Trust has conducted research with chronically truant students and their whanau across the Kahui ako. This research is then shared with College staff at a teacher only day	Term One	Research is shared with staff and is then used as part of developing a school wide attendance strategy.
Develop a schoolwide attendance strategy	SLT	Attendance data of current students and the research conducted by the Paeroa Community Trust to form the background for the school attendance strategy. Strategy then to be developed as to how we will improve student attendance including decreasing the disparity between Māori and Pakeha attendance rates.	Term One to Four	Attendance rates and percentages for 2024 will be compared with 2023 to measure any improvement. Aim is to see a decrease in disparity between Māori and Pakeha students as well as an improvement in overall attendance.

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Strategic Goal 3 Prioritise identity, belonging and wellbeing for all ākonga <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: A school-wide Te ao Māori strategy developed in partnership with whānau, hapu and iwi <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.) <i>Regulation 9(1)(d)</i>				
A school-wide Te ao Māori strategy developed in partnership with whānau, hapu and iwi All students will have access to appropriate wellbeing support systems				
Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>This is optional however is useful to help with your planning</i>	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> <i>Regulation 9(1)(d)</i>
Cultural audit conducted by Dr Mike Paki	Principal to facilitate along with HOD Te Ao Māori	BOT to approve funding for the cultural audit to be conducted.	Term One/Two	Cultural audit is published and made available to BOT, Staff, Iwi etc. This document will then help to inform future strategic planning and will provide a
Establish a Te Ao Māori advisory group	Principal along with HOD Te Ao Māori	Group is to be made up of Iwi Representatives (all 3), BOT, Principal, SLT and HOD Te Ao Māori.	Established Term One and will be ongoing	Advisory group is established and operating. They will discuss what comes out of the cultural audit and begin working towards addressing these. The group will also give guidance around other areas of school life to ensure they reflect Te Ao Māori.
Implement a Youth/Social worker based programme in the Junior School	DP Junior School	Youth/Social worker who can work with the students in the Junior School throughout the year. This contract will be carried out by Living Well.	Begins work in Term One and runs through the year.	Regular interaction between the staff of Living Well and our Year 9 and 10 students. PLD provided to staff around what Living Well are doing and how they can support students etc.