

PAEROA COLLEGE STRATEGIC PLAN

2026-2028



Structure of the Paeroa College Strategic Plan

1. **Vision:** the overarching dream for Paeroa College
2. **Key Focuses:** the areas that will be resourced to create change
3. **Objective:** what the key focus will “look” like when we achieve it
4. **Outcome:** the more specific aspects of the objectives that we need to plan for
5. **Actions:** the time specific tasks that we need to complete to realise our outcomes

Paeroa College Vision:

Paeroa College is a place where effective teaching supports student progress and success. We value respectful, purposeful relationships that foster a strong sense of belonging. Our processes ensure that students feel safe, supported, and cared for. Te Ao Māori is embedded throughout the college, empowering all staff and students to be culturally confident and inclusive.

Effective Pedagogy

Connection

Consistency

Te Ao Māori

Objective #1:

Effective teaching practice leading to students who progress and feel successful

- ❖ All lessons are planned, prepared, delivered (to the Paeroa College standard)
- ❖ All students are engaged in their learning
- ❖ Teachers reflect on lessons & use reflection to improve practice
- ❖ All students will leave with an appropriate qualification

Objective #2:

Interactions are purposeful and respectful leading to students and staff who feel valued and that they belong

- ❖ Interactions are respectful with an intent for a positive outcome
- ❖ Students interact positively with each other
- ❖ Students & teachers feel connected to Paeroa College

Objective #3:

All school processes are followed leading to students and staff who feel safe and cared for

- ❖ Have a set of living & breathing school wide values/rules
- ❖ Have a sustainable and consistent approach to:
 - Attendance
 - Uniforms
 - Vaping
 - Pastoral flow
 - Phones
 - Junior lessons
 - Achievement

Objective #4:

All staff & students will be culturally confident, inclusive & empowered by embedding Te Ao Māori into the fabric of Paeroa College

- ❖ Normalise Te Reo Māori
- ❖ Embed Paeroa College Tikanga
- ❖ Experience mōhiotanga Māori within the curriculum
- ❖ Know our own Whakapapa

Pedagogy Objective:

Effective teaching practice leading to students who are successful in achieving their individual goals.

Planning & Preparation**Engagement****Reflective Practice****Qualified Students****Objective #1:**

All lessons are planned, prepared, delivered (to the Paeroa College standard)

Objective #2:

All students are engaged in their learning

Objective #3:

Teachers reflect on lessons & use this to improve practice

Objective #4:

All students will leave with an appropriate qualification

- ❖ Kaimahi will engage with relevant PLD to continue to grow
- ❖ Lessons will be planned and prepared prior to the term starting
- ❖ Lessons have a clear structure and purpose
- ❖ Lessons are relevant and draw on prior knowledge
- ❖ Students will be aware of assessment and well prepared when being assessed

- ❖ Lessons are differentiated to engage all learners
- ❖ Students are engaged in the lesson and meet the lessons purpose

- ❖ Teachers reflect everyday on their lessons and relationships
- ❖ Teachers use reflection to adjust their practice

- ❖ Student achievement pathways are mapped
- ❖ Students gain qualifications relevant for them

YEAR 1 - 2026

Action	Details/Information	Timeframe
1A: PLD is aligned with PGC	<ul style="list-style-type: none"> <input type="checkbox"/> All PLD that is signed off is directly linked to PGC objectives (or curriculum/middle manager responsibilities). Alter PLD request form to reflect this. <input type="checkbox"/> Check that SLT are clear that they are only signing of PLD relevant to objectives. 	<p>Start of 2026</p> <p>Start of 2026</p>
1A: Quality, pedagogy focused Talk it up Tuesday (TIUT)	<ul style="list-style-type: none"> <input type="checkbox"/> Assign learning areas to each week for TIUT <input type="checkbox"/> Create a list of guidelines for Talk it up Tuesday sessions to follow <input type="checkbox"/> Address staff who deliver TIUT sessions that are below expectation 	<p>Start of 2026</p> <p>End of 2025</p> <p>Ongoing</p>
1B, 1D: HOD's to check planning prior to term starting	<ul style="list-style-type: none"> <input type="checkbox"/> Inform HoD's about the importance of planning, what templates are expected to be completed and what day-to-day planning is expected 	<p>End of 2025</p>
1B: SLT to present planning methods during a Talk it Up Tuesday slot	<ul style="list-style-type: none"> <input type="checkbox"/> YM & WN to create a presentation that looks at different types of planning methods 	<p>Week 6 Term 4 2025</p>
1C: Lesson purpose to be displayed during each lesson	<ul style="list-style-type: none"> <input type="checkbox"/> Inform staff that the purpose of the lesson needs to be displayed each lesson. Provide ways that this can be done. 	<p>Start of 2026</p>
1E: Teachers to put assessment dates into Kamar and send home start of term letters with topics and due dates	<ul style="list-style-type: none"> <input type="checkbox"/> Make a video explaining how to add due dates. <input type="checkbox"/> Identify a deadline for due dates to be completed. <input type="checkbox"/> Enable the due date feature in KAMAR. <input type="checkbox"/> Provide a templated letter for staff to use when sending home initial letters. <input type="checkbox"/> Identify a deadline for initial letters to be sent. <input type="checkbox"/> Provide a Thursday drop in session to help with KAMAR letter writing <input type="checkbox"/> Provide a Thursday drop in session to help with adding due dates to KAMAR 	<p>Start of 2026</p> <p>End of 2025</p> <p>Start of 2026</p> <p>Start of 2026</p> <p>End of 2025</p> <p>Term 1 2026</p> <p>Term 1 2026</p>
1E: All assessments have rubric/matrix/checklist	<ul style="list-style-type: none"> <input type="checkbox"/> Inform teachers that these must be provided prior to the start of a topic (update achievement checklist to reflect this). Provide ways that this can be done. 	<p>Term 1 2026</p>

before topic has started	<input type="checkbox"/> Spot check classes to make sure that this has been done.	Ongoing
2A: Clearly explain and demonstrate what differentiation is	<input type="checkbox"/> Find some clear, concise information that explains what differentiation is, with examples <input type="checkbox"/> Present this to staff <input type="checkbox"/> Find readings or other PLD that looks at differentiation (ask supports like RTLB)	End of Term 2 2026 End of Term 2 2026 End of Term 2 2026
2B: Clearly explain what a lesson purpose is and how to communicate this with students	<input type="checkbox"/> Explain to staff what a lesson purpose is with written examples for juniors and seniors. <input type="checkbox"/> Inform staff that the purpose of the lesson needs to be displayed each lesson. Provide ways that this can be done.	Start of 2026 Start of 2026
3A: Create standardised student voice for feedback on pedagogy	<input type="checkbox"/> Gather feedback from teachers on what they currently use. <input type="checkbox"/> Gather questions that teachers and students think are important to ask in a student voice form. <input type="checkbox"/> Create a standardised student voice that can be used in any learning area with any year level.	End of Term 1 2026 End of Term 1 2026 End of Term 1 2026
3B: Designate meeting time for teachers to meet and go over their student voice feedback	<input type="checkbox"/> Add meetings each term to the meeting schedule for teachers to read, analyse and action feedback from student voice.	Start of Term 2 2026
4A: IEP's created for all high learning needs students	<input type="checkbox"/> DP in charge of learning support to create these alongside Achievement Deans and Head of Alternate Programmes where appropriate	End of Term 1 2026
4A: Achievement Deans will interview every student to understand their ambition	<input type="checkbox"/> Check with Achievement Deans as to how they intend to track student achievement and goals. <input type="checkbox"/> Get Achievement Deans to make sure the pathways materials are fit for purpose. <input type="checkbox"/> Investigate what school bridge can offer in terms of goal setting and tracking by students.	Start of 2026 End of 2025 End of 2025
4A, 4B: Have a cohort tracking sheet to map progress from Year 9-13	<input type="checkbox"/> Update the current cohort spreadsheet - make sure data is accurate and being completed by relevant parties. <input type="checkbox"/> Continue to add cohorts to the spreadsheet.	Ongoing Ongoing
4A, 4B: Analyse and compare actual achievement	<input type="checkbox"/> For each senior year level, gather a summary of each student's desired achievement for the year. Compare this to end of year achievement and analyse any variance to inform practice.	Start of year & end of year

Connection Objective:

Interactions are purposeful and respectful leading to students and staff who feel valued and that they belong

Positive Outcomes

Positive Interactions

Feel Connected

Objective #1:

Interactions are respectful with an intent for a positive outcome

- ❖ Decreased negative student-teacher interactions
- ❖ Open communication resulting in resolution and relationship restoration

Objective #2:

Students interact positively with each other

- ❖ Decreased negative student interactions
- ❖ Students have the skills to engage positively with each other (ABL, House Activities)

Objective #3:

Students & staff feel connected to Paeroa College

- ❖ Increased attendance
- ❖ Increased involvement in school based activities (clubs, sports, school events)
- ❖ Increased positive feedback in NZCER data
- ❖ Increased whānau engagement

YEAR 1 - 2026

Action	Details/Information	Timeframe
1A, 2A, 3A, 3B: Get baseline data for 2025	<ul style="list-style-type: none"> <input type="checkbox"/> What information do we need? Brainstorm a list of all of the baseline data from 2025 that will be useful to compare to. This data should include a breakdown by day, week, term, gender, year level, ethnicity as needed. <input type="checkbox"/> Get a list of activities and numbers of students involved in each activity. This should include: sports events, school events, sports teams, school camps. What students have been involved in. <input type="checkbox"/> Use KAMAR, entries data and participation data from 2025 to get Attendance at swimming sports, athletics, chant wars, haka wars 	Term 1 2026 Term 1 2026 Term 1 2026
1B: Review effectiveness of RSA process	<ul style="list-style-type: none"> <input type="checkbox"/> Collect from deans the number of RSA's that they had students on in 2025. <input type="checkbox"/> Find out why this number was what it is (i.e. low or high) by speaking with pastoral deans from 2025 <input type="checkbox"/> Work with pastoral deans as a focus group to review and update the RSA document as needed (and shown by review data) 	Term 1 2026 Term 1 2026 Term 1 2026
1B, 2B: Investigate programme that could fit into health programme	<ul style="list-style-type: none"> <input type="checkbox"/> Look into premade programmes around social interaction that can be used in Year 9 health to provide students the skills to engage positively and interact with each other. Also look at what AI can produce if no pre-made programme is available. <input type="checkbox"/> Once a programme has been found/made build this into the Year 9 health programme for 2027. 	Term 2 2026 Start of year 2027
3A: Implementation of STAR	<ul style="list-style-type: none"> <input type="checkbox"/> Review STAR document/plan and change as needed for our school <input type="checkbox"/> Provide community the opportunity to review and feed into the STAR document/plan <input type="checkbox"/> Implement processes stated in the STAR plan 	Term 4 2025 Term 4 2025 Term 1 2025
3B: Stocktake events to find out what students feel connected to	<ul style="list-style-type: none"> <input type="checkbox"/> List all events that are offered at Paeroa College and review student numbers (as for action 1 above) <input type="checkbox"/> Survey students with questions around why well attended events are well attended and vice versa 	Term 1 2026 Term 1 2026

	<input type="checkbox"/> Use data from survey to raise the profile and engagement in poorer attended events.	End of year 2026
3B: Student feedback on house meetings	<input type="checkbox"/> Survey students to find out information regarding connection to school culture through House meetings <input type="checkbox"/> Analyse data from feedback <input type="checkbox"/> Use the data to make changes for 2026	Term 4 2025 Term 4 2025 Start of year 2026
3C: NZCER survey	<input type="checkbox"/> Beginning of Term 3 of each year NZCER survey to be completed by students and staff <input type="checkbox"/> Start of term 4 each year analyse data from survey. Identify trends that need addressing and new issues that have popped up. <input type="checkbox"/> Use the survey data to focus on two key aspects of the school culture that need addressing.	Ongoing Ongoing Ongoing
3D: Stocktake events and what whānau are coming to	<input type="checkbox"/> Stocktake events where parents are invited to attend. List all events and look at numbers of whānau present.	During 2026

Consistency Objective:

All school processes are followed leading to students and staff who feel safe and cared for

**Established
Values &
Rules****Sustainable
Processes****Objective #1:**

Have a set of living & breathing school wide values and rules

- ❖ Have a set of agreed upon school rules
- ❖ Have a set of agreed upon school values
- ❖ Consistently uphold the school rules
- ❖ Consistently show the school values

Objective #2:

Have a sustainable and Consistent approach to:
Attendance, Uniforms, Vaping, Pastoral flow, Phones, Junior lessons,
Achievement

- ❖ Have a clear and detailed tiered system for addressing attendance
- ❖ Have a clear and detailed tiered system for addressing uniform
- ❖ Have a clear and detailed tiered system for addressing vaping
- ❖ Have a clear and detailed tiered system for addressing phones
- ❖ Have a clear and detailed tiered system for addressing pastoral issues
- ❖ Have a clear and detailed system for achievement
- ❖ Have a clear structure for teaching junior & senior lessons

YEAR 1 - 2026

Action	Details/Information	Timeframe
1A: Review and rewrite current school rules	<ul style="list-style-type: none"> <input type="checkbox"/> Gain feedback from staff on school rules (post it board) <input type="checkbox"/> Gain feedback from students on what rules are important to have (google form) <input type="checkbox"/> Gain feedback from community on what rules are important to have <input type="checkbox"/> Summarise feedback and create list of key rules <input type="checkbox"/> Present list to staff for feedback and create final agreed upon set of rules <input type="checkbox"/> Update KAMAR to reflect new rules <input type="checkbox"/> Add new rules to student handbook 	Term 1 2026 Term 1 2026 Term 1 2026 Term 2 2026 Term 4 2026 Term 4 2026 Term 4 2026
1B: Review and rewrite current school treaty values	<ul style="list-style-type: none"> <input type="checkbox"/> Gain feedback from staff on current school values/treaty (discussion at staff meeting) <input type="checkbox"/> Gain feedback from students on what values are important to have (google form) <input type="checkbox"/> Gain feedback from community on what values are important to have (google form) <input type="checkbox"/> Summarise feedback and create list of agreed upon values <input type="checkbox"/> Present list to staff for feedback and create final agreed upon set of values <input type="checkbox"/> Create posters for each classroom <input type="checkbox"/> Print posters for each classroom and display <input type="checkbox"/> Update KAMAR recognitions to reflect new values 	Term 3 2026 Term 3 2026 Term 3 2026 Term 3 2026 Term 4 2026 Term 4 2026 Start 2027 Term 4 2026
1D: Rewards cupboard	<ul style="list-style-type: none"> <input type="checkbox"/> Add rewards cupboard to the budget <input type="checkbox"/> Purchase a range of rewards <input type="checkbox"/> Find a location for the rewards cupboard and stock it in an attractive way <input type="checkbox"/> Work out a system for students to have the reward of choosing from the cupboard. Come up with 3 or 4 proposals to take to staff. 	Term 3 2026 Term 1 2027 Start 2027 Term 4 2026
2A-F: Trial all flowcharts with juniors	<ul style="list-style-type: none"> <input type="checkbox"/> Trial flowcharts with Year 9 & 10 <input type="checkbox"/> Gain feedback on flowcharts from key stakeholders (staff, students, community) - google 	Term 4 2025 End of 2025

	<p>form</p> <input type="checkbox"/> Make adjustments to flowcharts systems and processes for 2026	Start of 2026
2A-F: Send home summarized version of flowcharts to whānau	<input type="checkbox"/> Create a summary 2 page document that covers key flowcharts <input type="checkbox"/> Send home summary to whanau <input type="checkbox"/> Include summary in student handbook	Week 4 Term 4 2025 Week 4 Term 2 2025 Start of 2026
2A-F: Create physical resources for staff and deans	<input type="checkbox"/> Print all flow charts (bound books/booklets) <input type="checkbox"/> Put physical copies in the staff room, deans, MR and GA	Week 4 Term 4 2025
2A-F: PLD for relevant individuals (Del, Annette, Deans)	<input type="checkbox"/> Identify PLD that is needed <input type="checkbox"/> Work out how/when PLD will be delivered and by who	Term 4 2025 Term 4 2025
2A-F: Create a bank of resources for projects	<input type="checkbox"/> Modify projects once trialled to address any issues or mistakes <input type="checkbox"/> Print copies of resources, laminate, number and bind <input type="checkbox"/> Print copies of the student workbooklets <input type="checkbox"/> Print copies of the answers <input type="checkbox"/> Create boxes/folders for each project <input type="checkbox"/> Set up Opukeko with resources and furniture in an orderly and functioning layout	Ongoing Term 4 2025 Term 4 2025 Term 4 2025 Term 4 2025 Start of 2026

Te Ao Māori Objective:

All staff & students will be culturally confident, inclusive & empowered by embedding Te Ao Māori into the fabric of Paeroa College

**Te Reo
Māori****Tikanga****Mōhiotanga****Whakapapa****Objective #1:**

Normalise Te Reo Māori at Paeroa College

- ❖ We will be able to confidently pronounce Te Reo Māori.
- ❖ Te Reo Māori heard everyday.
- ❖ Increase the amount of Te Reo Māori visible around Paeroa College.

Objective #2:

Embed Paeroa College Tikanga

- ❖ Have a Paeroa College tikanga that all Kaimahi and Ākonga understand and do.
- ❖ Everyone will actively engage in the kawa of pōwhiri, haka, waiata and karakia.
- ❖ Create sustainable events for Matariki and Te Wiki o Te Reo Māori.

Objective #3:

Embed Mōhiotanga Māori within our curriculum

- ❖ Have designated local stories and narratives in each junior curriculum area.
- ❖ Have contexts within curriculum that incorporate mōhiotanga Māori.

Objective #4:

Know our own Whakapapa

- ❖ Ākonga are proud to stand in all parts of their identity.
- ❖ Kaimahi are proud to stand in all parts of their identity.
- ❖ Ākonga and kaimahi understand the whakapapa of Paeroa College.

YEAR 1 - 2026

Action	Details/Information	Timeframe
1A: Continue with Te Ao Māori Taite	<input type="checkbox"/> Put together schedule for 2026 <input type="checkbox"/> Brainstorm what aspects we need covered and use feedback from staff	Start of 2026 End of 2025
1B: Kupu of the day	<input type="checkbox"/> Have a different key kupu for each day and put these into the notices each day. <input type="checkbox"/> Highlight daily kupu on social media and at assembly.	Ongoing Ongoing
1C: Kupu of the day display	<input type="checkbox"/> Find a location with high traffic where the display can be set up easily. <input type="checkbox"/> Create a format for the kupu to be displayed so it is eye-catching, neat and easily seen. <input type="checkbox"/> Add each word to the word of the day display.	Ongoing Ongoing Ongoing
1C: Stocktake of what we have and what is missing	<input type="checkbox"/> Stocktake the Te Reo Māori that can be seen around the school grounds <input type="checkbox"/> Identify where the gaps are <input type="checkbox"/> Create new signage etc. to fill the identified gaps	Term 1 2026 Term 2 2026 Start of 2027
2A: Identify tikanga we currently have, what is missing and what needs to be formed in a sustainable way	<input type="checkbox"/> Complete a stocktake of everything that we do that would be classed as Paeroa College tikanga. <input type="checkbox"/> Review the list and identify any holes. <input type="checkbox"/> Seek support to fill any gaps that exist.	Term 1 2026 Term 2 2026 End of 2026
2B: Junior pōwhiri at the end of year.	<input type="checkbox"/> Organise time with the junior students to learn waiata and pao for following years pōwhiri <input type="checkbox"/> Allocate time to practice the pōwhiri with Y9/10 students in preparation for the following years pōwhiri	Term 4 each year Term 4 each year
2B: Run teaching sessions to understand our waiata, pao, haka and pōwhiri	<input type="checkbox"/> Organise experts to come in and work with house groups to understand the meaning behind our waiata, haka, pao and a pōwhiri <input type="checkbox"/> Create a schedule for the experts to work with each house group on a rotation basis	Term 1 2026 Term 1 2026

2C: Develop second year plan for Matariki	<input type="checkbox"/> Create activities that fit the purpose of matariki and fit the day schedule built in 2025	Term 2 2026
2C: Develop a sustainable Te Wiki o Te Reo Māori	<input type="checkbox"/> Review past activities used to celebrate TWOTRM <input type="checkbox"/> Research how other organisations celebrate <input type="checkbox"/> Create a “list” of ways we want to engage year on year <input type="checkbox"/> Assign roles to the organisation and running of these activities that is sustainable	Term 1 2026 Term 2 2026 Term 2 2026 Term 3 2026
3A: Find out our local area (landmarks, awa) that are important to us	<input type="checkbox"/> Gather feedback from our community (including iwi) as to the parts of the area around us that are most important. Run community feedback sessions. <input type="checkbox"/> Collate a list of places from the feedback and put this out for consultation to create a definitive list	Term 2 2026 Term 3 2026
4A: All Y9 students know their pepeha	<input type="checkbox"/> All Year 9 students will learn their pepeha in the Te Reo Māori rotation <input type="checkbox"/> Publish these pepeha and share with staff (look to add them to their KAMAR profile?)	Ongoing Ongoing
4A: Investigate visual representations to show the different cultures of our kura	<input type="checkbox"/> Research ways to show the different cultures that make up our school community - look at other schools or organisations and how they show this in a visual way <input type="checkbox"/> Propose a way to show our schools cultural make up for consultation and feedback <input type="checkbox"/> Budget for the creation of this display so that it can be made for 2027	Term 3 2026 Term 3 2026 End of 2026
4B: Staff profiles visible within school to show their identity	<input type="checkbox"/> Develop possible ways to show staff identity that embraces all cultures and backgrounds <input type="checkbox"/> Use a meeting slot at the start of the year to allow staff to create a visual representation of who they are and where they come from <input type="checkbox"/> Identify how we can share these in a way that upholds each person’s privacy. <input type="checkbox"/> Display each staff member’s whakapapa profile.	End of 2025 Term 1 2026 Term 1 2026 Term 2 2026
4C: Collating information to show the stories of Paeroa College	<input type="checkbox"/> Using the list generated for 3A above, gather stories, photos, anecdotes from our community for each of the key places. <input type="checkbox"/> Create and publish a book for each of the places.	End of 2026 Start of 2027