

## FOUNDATION BELIEFS

- Teaching and learning at Putaruru College will require the collaborative work of staff, students, families/whanau, the community and agencies.
- Teaching and learning at Putaruru College will be built on the values of **Determination, Achievement, Respect and Excellence**, embedded in a Restorative Philosophy.
- Teaching and learning at Putaruru College will be positive, meaningful, engaging and relational, with the aim of developing Cultural Responsive and Relational Pedagogies.
- Teaching and learning at Putaruru College will be outcome focussed and challenging to all involved.
- Teaching and learning at Putaruru College will be available through a range of programmes which reflect the diversity of student needs and backgrounds.
- Teaching and learning at Putaruru College will occur in an environment which is safe, secure and well resourced, aimed at meeting the needs of all students.
- Teaching at Putaruru College will draw on and reflect the cultural diversity of our community and of Aotearoa, New Zealand, acknowledging the role that Te Reo Māori and Tikaŋa have as a part of wider school life



# CHARTER 2019

## Mission Statement

### Learning for Life

### Whāia te mātauranga kei tua

(To be a community of confident, connected, actively involved life-long learners.)

## CURRICULUM OBJECTIVES / TARGETS

- The attainment of NCEA 1 -3 for at least 75% of eligible candidates
- To raise the number of course and certificate endorsements attained at all NCEA levels.
- To maintain NCEA L1 Literacy and Numeracy levels of achievement at 90%+ attainment level.
- At Years 7 - 10 to continue to raise each student's Literacy and Numeracy progress towards Curriculum Level 6 by the end of Year 10 in readiness for NCEA L1.
- To continue to lift Māori student achievement in Reading at Years 7 and 8 from "Below" to "At" the appropriate curriculum level.
- To increase the number of Maori students entering S.T.E.M. subjects
- To continue with C.R.R.P. programme raising awareness and practice against the Rongohia Te Hau standards.

## SPECIAL CHARACTER

The special character of Putaruru College is encapsulated in our logo which uses the motif of the koru, the shape of the unfurling fern frond, which carries with it the symbolism of growth, learning and new life. In Fact our motto "Learning for Life" emphasises the very essence of this.

Our school was born out of the amalgamation of Putaruru Intermediate School and Putaruru High School in 2004, to create the new school of Putaruru College.

Restorative Practices and PB4L are underlying beliefs in the life of Putaruru College. Our corner stone beliefs are encapsulated in the acronym D.A.R.E.:

Determination - Manawanui

Achievement - Kawenga

Respect - Pono

Excellence - Hiranga

Our decision making is tested against the mantra - "Student centred, Learning focussed" and guided by a commitment to Restorative Practices.

## OUR STRATEGIC GOALS are:

- For our **students**; to have a sense of belonging to Putaruru College and pride in themselves, as engaged learners who bring with them a wealth of knowledge and potential. Equipping them with the tools they need to grow their character, skills and educational success enables them to discover and enjoy realising their dreams.
- For our **staff**; to have a passion for teaching and learning and are provided with the tools, resources and learning opportunities which ensures that the needs of all student and their whanau are met. Where innovation and applying new knowledge across the curriculum is encouraged and well supported.
- For **parents / whanau**; a welcoming and safe environment for all students. Where parents / whanau are an integral part of the success of their child's lifelong learning and of our college. A partnership between home and school that supports child and whanau through effective engagement, communication and consultation.
- For our **community**; to ensure that we have a college of which we can be proud, upholding the culture of Putaruru and its students with their needs and aspirations strongly reflected.  
As a school we endeavour to prepare students to be valuable and contributing members of Aotearoa New Zealand society.

## MANAGEMENT/LEADERSHIP GOALS - 2019 ongoing

### 1. Planning, Review and Reporting

- Continued review of school policies and procedures through regular consultation.
- Continued review and revision of school reporting procedures to further develop the quality of service to parents and to students.
- Review and rewriting of the School Charter in 2019
- Development of Putaruru College Curriculum

### 2. Employment and Personnel

- To be a good employer.
- To provide a supportive and safe working environment for all employees where each staff member is encouraged and supported in reflective practice.
- To ensure that staff maintain a professional, efficient, supportive and friendly service of high quality to our students and parents and each other.
- Teaching staff meet or exceed the standards of Professional Practice Criteria for registration through an effective programme of P.L.D.

### 3. Financial and Property Matters

- To produce a balanced annual budget whilst providing for the resourcing needs for modern curriculum delivery.
- To maintain clear structures and processes to monitor and control expenditure, whilst meeting the learning needs of our students.
- To implement the priorities of the 5 Year Property Plan and 10 Year Property Plan: hall and Gymnasium Refurbishment, then Tech Block.
- To maintain school property at a safe level and enact development to meet future educational maintenance needs.
- To meet the increased demands for technology and ICT requirements within the school.

### 4. Safety and Wellbeing

- To provide a positive, supportive climate within the school for staff, students and community, where all are valued and respected.
- To nurture a culture of respect for self, for others, the environment and for school within the college.
- To ensure that students' educational needs are identified and programmes of support/extension are put in place to meet these needs.
- To build positive and responsive learning relationships between teachers and teachers, as well as teachers and students and their whanau.
- Implementation of our cornerstone values as encapsulated in D.A.R.E.

Determination; Achievement; Respect; Excellence

### 5. Student Management

- To ensure that students and staff are given the support and systems they need to monitor, maintain and develop a "Student centred, Learning focussed" culture, whilst developing resilience and self-discipline.
- To encourage students to take pride in our school and in themselves.
- To encourage and develop a restorative philosophy across the school and in relationships within school, through emphasis of our PB4L values
- Student / Staff Relationship focussed on student engagement and learning.

### 6. Teaching of Te Reo me ngā Tikanga Māori

- Te Reo Māori will be promoted and provided to our learning community, as an accepted and valued language of Aotearoa New Zealand's heritage.
- All students will have opportunities to experience and engage in aspects of Te Ao Māori

### 7. Staff Professionalism

- To ensure staff lead by example in professionalism, in dress and manner.
- Teaching staff are providing teaching of a high quality to all students.
- To encourage increased teacher capacity to deal with diverse student needs academic, cultural and pastoral.
- To increase teacher capacity to respond to changing curriculum and assessment requirements and expectations through an effective programme of Professional Learning and effective appraisal and self-development.

### 8. Communication

- To ensure effective processes are in place to report student achievement and progress to parents/caregivers.
- To ensure regular information about the school is produced for the school community.
- To consult with parents/caregivers / iwi and community regularly on matters of curriculum and level of service offered by the College eg Whanau Forum
- To create stronger links and learning relationships between the school and wider community.
- To continue to develop means to hear and respond to student voice within the school.

### 9. Marketing

- To promote the College and its achievements as the community's secondary school of first choice.

### 10. Legislation

- To ensure that school policies and procedures conform to legislation.

<p><b>Programme Development</b></p> <ul style="list-style-type: none"> <li>* Rigorous Numeracy and Literacy assessment and focus in Yrs 7 – 10</li> <li>* Māori Achievement focus applying learnings of K.E.P. and Kahikitea</li> <li>* Identification of priority students at each level</li> <li>* Life Skills programme – Yr 11</li> <li>* Revised timetable structure – six days, six subjects with one 2hour period</li> <li>* Increased Learning Support catch-up sessions for students who are “lagging”</li> <li>* Further GATEWAY / STAR / STP courses to be facilitated - STEPUP</li> <li>* Regular Achievement / Progress reports for Seniors (5 weekly)</li> <li>* Curriculum Leaders having target groups within their curriculum areas.</li> <li>* Acknowledging student Achievement</li> <li>* Develop niche areas for success eg film</li> <li>* Implementation of basic literacy and numeracy stds at Yr 10 and establishment of foundational prog (NCEA prep camp).</li> <li>* Further cross curricula development, engagement with SIE initiative</li> <li>* Increased access to technology – chrome boxes, chrome books, wifi etc.</li> <li>* Greater response to student needs and interest in programme design</li> <li>* Enhanced Literacy pedagogy across all areas of the school</li> <li>* Targetted Lit/Num class at Year 11 / 12</li> <li>* Greater student voice / choice in programme development</li> <li>* SHINE and STRENGTH programmes</li> </ul>	<p><b>Finance</b></p> <ul style="list-style-type: none"> <li>* Balanced budget for year</li> <li>* Seek alternative revenue sources eg Japanese Educational Tours</li> <li>* Continue to review resourcing needs and usage</li> <li>* Review resource focus to better meet curriculum needs eg ICT, Media Production Unit</li> </ul>	<p><b>Property</b></p> <ul style="list-style-type: none"> <li>* Maintain school site and property to a high standard</li> <li>* Continue to aesthetically enhance the school physical environment</li> <li>* Remedial works to gymnasium and asbestos “infected” areas</li> <li>* Addison Committee inspections</li> <li>* Updated 5YPP and 10YPP</li> <li>* Appointment of Project Manager</li> </ul>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>* Redevelopment of Appraisal system (Arinui programme implementation)</li> <li>* Emphasis on success / raising expectations</li> <li>* Embedding revised SLT structure and roles</li> <li>* C.L. support group maintained.</li> <li>* Weekly staff PD / PL focused on staff needs in regard to school priorities</li> <li>* Establishment of PLG’s based around inquiry and personal professional choice / interest.</li> <li>* Continue to seek well qualified staff who meet R.T.C.’S</li> </ul>
<p><b>Priority Areas for Improving Student Achievement</b></p>			
<ul style="list-style-type: none"> <li>• The attainment of NCEA 1 -3 for at least 75% of eligible candidates</li> <li>• To raise the number of course and certificate endorsements attained at all NCEA levels.</li> <li>• To maintain NCEA L1 Literacy and Numeracy levels of achievement at 90%+ attainment level.</li> <li>• At Years 7 - 10 to continue to raise each student’s Literacy and Numeracy progress towards Curriculum Level 6 by the end of Year 10 in readiness for NCEA L1.</li> <li>• To continue to lift Māori student achievement in Reading at Years 7 and 8 from “Below” to “At” the appropriate curriculum level.</li> <li>• To increase the number of Maori students entering S.T.E.M. subjects beyond Year 11</li> <li>• To continue with C.R.R.P. programme raising awareness and practice against the Rongohia Te Hau standards.</li> </ul>			
<p><b>Self Review/Reporting</b></p> <ul style="list-style-type: none"> <li>* Regular reporting to BoT – depts. and projects (re-established)</li> <li>* Programme of policy review for BoT</li> <li>* Departmental Review document focus on key areas and progress towards school targets</li> <li>* Live student reporting link on Kamar</li> <li>* Increased student voice</li> <li>* Re-establish Student Council as point of student voice</li> <li>* C.L.’s regular self review and feedback to SLT</li> </ul>			
<p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>* Maintain system of “Blueies” to identify hazards and maintenance</li> <li>* Addison Committee checks</li> <li>* Health and Safety Officer</li> <li>* Behaviour Management Policy and PB4L within school</li> </ul>			

<p><b>Partnerships with the Community</b></p>		
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>* School website and Facebook up dated regularly</li> <li>* Report Evenings (Oral and Written and digital)</li> <li>* Regular and more frequent Achievement reporting</li> <li>* Parent Portal via Kamar</li> <li>* Whanau Support Group</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>* Volcanics Cluster – VC and IT development</li> <li>* PB4L implementation with MoE support</li> <li>* Youth Guarantee Network</li> <li>* Restorative Practice focus</li> <li>* Impact Projects with Social focus</li> </ul>	<ul style="list-style-type: none"> <li>* Closer links with Raukawa Trust and services</li> <li>* Relationship with WERA for student support</li> <li>* Sport in Education Initiative</li> <li>* Student Health partnership with Midland Health</li> <li>* Bluelight – Cactus</li> <li>* Toi Ohomai links / partnership</li> </ul>

# STRATEGIES IMPLEMENTED TO RAISE STUDENT ACHIEVEMENT AT PUTARURU COLLEGE 2019/20

## Achievement

- \* Curriculum Leader / Tracking role formalized
- \* Literacy / Numeracy focus at Yrs 7 - 10
- \* Achiever Assemblies
- \* Accessible programme design
- \* Student profile of skills and knowledge in curriculum areas to identify underachievers
- \* Continued focus on Literacy Development at all levels
- \* Staff PD in strategies to meet identified needs
- \* Support for identified target group / s
- \* Regular catch-up weeks for NCEA students
- \* Qualifying for student leave for external eams
- \* Personalised programmes (flexibility of T.t.)
- \* Review of reporting processes and format
- \* Trades Academy (Forestry, Horticulture, Agric.)
- \* Connected Curriculum Years 9/10 development
- \* Continue focus on raising Māori Achievement
- \* Progress towards Putaruru College curriculum
- \* Future pathways focus to programmes of learning and to option / subject selection
- \* Academic interviews across the whole school
- \* Support greater involvement in STEM subjects by Maori
- \* Revised Pastoral / Student support network
- \* Connected Curriculum with student choice / voice
- \* Introduction of STAR programme across the school

## Engagement

- \* Teacher PLD – Māori Achievement; Literacy and Numeracy
- \* Progress Reports / c.5 weekly learning blocks
- \* Meaningful /Contextual programmes
- \* Cross Curricular activities / programmes eg SIE
- \* Reinvigorating of House system / competition
- \* Peer Support (Year 7)
- \* Student voice in programme development
- \* Academic interviews Year 11 plus
- \* Connected Curriculum with student choice / voice

## Inside School Initiatives:

- \* Professional Learning Groups
- \* Restorative Practice – review and revision
- \* PB4L / restorative Practice further developed
- \* Google Docs development continues
- \* Expanded use of Kamar capabilities
- \* Reworked timetable structures – six day, six subject.
- \* Learning Advisories and Life Skills programmes at Years 9 / 10

## Outside of School Supports:

- \* Volcanics Cluster
- \* NZ Trades Academy
- \* STEPUP
- \* PB4L programme
- \* Midland Health Dr and Nurse
- \* Sport in Education
- \* Secondary / Tertiary Partnerships
- \* MoE Advisor
- \* Restorative Practice PD
- \* Whanau Forum
- \* Global Curriculum – Treadwell
- \* Cactus Programme

## Possibilities:

- \* Targeted Staff Professional Learning
- \* “Learning focused, Student centred” decision-making
- \* Whanau Support Forum for Māori parents
- \* Connected Curriculum development Yr 9/10
- \* Community focused Impact Projects at Years 9 / 10

## Retention

- \* GATEWAY programmes / Tertiary partnerships
- \* Careers Advice programme Yrs 7 - 10
- \* Trades Academy devp. (Agric, Hort, Forestry)
- \* Accessible programme design
- \* Expanded use of Section 71
- \* STEPUP development at Year 11
- \* Personalised programmes (flexibility of T.t.)
- \* Extended support mechanisms for students – identify priority focus group /s
- \* Trade Academy (Forestry, Horticulture, Agric.)
- \* Further Secondary Tertiary partnerships
- \* Encouragement of Adult / Part-time student programmes
- \* Flexibility of programming to further accommodate student needs
- \* Greater focus on goal setting and direction
- \* Better preparing students for life after school eg Life Skills programmes at Years 10

## Attendance

- \* Close monitoring of attendance from Pastoral staff eg letters home, pastoral contact as required
- \* “Rock On”
- \* Attendance monitoring through Tuor Groups and Deans
- \* Meaningful Programme development
- \* Celebrating success e.g. pupil of the week
- \* Achievable goals and programmes
- \* Building relationships (PB4L / Resorative Pract.) continued development toward Tier 2
- \* Pastoral Processes – reviewed and clearly delineated
- \* Trades Academy (Agric., Hort., Forestry)
- \* STEPUP expanded into Year 11
- \* Revisit aspect of enjoyment in school / classroom / meaningful programmes
- \* Year 7 Camp with Senior students
- \* Connected Curriculum at Year 9/10, based on student choice on rotational basis (6/7 weeks)