

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 2021

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 continue to raise the number of course and certificate endorsements attained at all NCEA levels.
- To return to NCEA L1 Literacy and Numeracy levels of achievement at 90%+ attainment.
- 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 to ensure that the needs of all students 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 - 2021 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
- Development of Putaruru College Curriculum; review of connected curriculum

2. Employment and Personnel

- To be a good employer.
- To provide a supportive and safe working environment for all employees where staff are 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 effective P.L.D. and self review.

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 self review 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. And tertiary providers
- 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>Programme Development</p> <ul style="list-style-type: none"> * Rigorous Numeracy and Literacy assessment and focus in Yrs 7 – 10 * Māori Achievement focus applying learnings of K.E.P. and Kahikitea * Revised timetable structure – six days, six subjects with one 75 minute period * Increased Learning Support catch-up sessions for students who are “lagging” – focus weeks on Literacy and Numeracy * Further GATEWAY / STAR / STP courses to be facilitated * Regular Achievement / Progress reports * Curriculum Leaders having target groups within their curriculum areas. * Acknowledging student Achievement * Develop niche areas for success eg film * Further development of Connected Curriculum at Years 9 and 10 * Increased access to technology – chrome boxes, chrome books, wifi etc. * Greater response to student needs and interest in programme design –impact projects, ... * Enhanced Literacy pedagogy across all areas of the school * Greater student voice / choice in programme development * SHINE and STRENGTH programmes * STAR programme of silent reading daily – with further literacy support for targeted needs groups * Establishment of Learning Advisories with specific programme to be delivered. * Revised Year 11 “Life-skills” programme 	<p>Finance</p> <ul style="list-style-type: none"> * Balanced budget for year * Seek alternative revenue sources eg Japanese Educational Tours * Continue to review resourcing needs and usage * Review resource focus to better meet curriculum needs eg ICT, Media Production Unit * Rent caretaker’s house 	<p>Property</p> <ul style="list-style-type: none"> * Maintain school site and property to a high standard * Continue to aesthetically enhance the school physical environment * Addison Committee inspections * Updated 5YPP and 10YPP * Projects for 2021 – Solar Panels; Workshop and food room refurbishment * Caretaker’s house and grounds 	<p>Human Resources</p> <ul style="list-style-type: none"> * Emphasis on success / raising expectations * Weekly staff PD / PL focused on staff needs in regard to school priorities * Focus on C.R.R.P. awareness * Continue to seek well qualified staff who meet R.T.C.’S * Coordinator of Curriculum and Coordinator of Pastoral roles maintained as part of S.L.T. * Reinvigorated “social club” emphasis on staff well-being.
<p>Priority Areas for Improving Student Achievement</p>			
<ul style="list-style-type: none"> • The attainment of NCEA 1 -3 for at least 75% of eligible candidates • To continue to raise the number of course and certificate endorsements attained at all NCEA levels. • To get NCEA L1 Literacy and Numeracy levels of achievement back to 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 beyond Year 11 • To continue with C.R.R.P. programme raising awareness and practice against the Rongohia Te Hau standards. 			
<p>Self Review/Reporting</p> <ul style="list-style-type: none"> * Regular reporting to BoT – depts. and projects (re-established) * Programme of policy review for BoT * Departmental Review document focus on key areas and progress towards school targets * Live student reporting link on Kamar * Increased student voice * Student Council as point of student voice; student input into reports. * C.L.’s self review and feedback to SLT 			
<p>Health and Safety</p> <ul style="list-style-type: none"> * Maintain system of “Blueies” to identify hazards and maintenance * Re-establish Social Committee, for staff wellbeing * Health and Safety Officer * Behaviour Management Policy and PB4L * Establish Hauora Prefect Role to monitor student well being. * Healthy Lunches in school programme 			
<p>Partnerships with the Community</p>			
<p>Communication</p> <ul style="list-style-type: none"> * School website and Facebook up dated regularly * Report Evenings (Oral and Written and digital) * Regular and more frequent Achievement reporting * Parent Portal via Kamar * Whanau Support Group * Fortnightly news letter 	<p>Collaboration</p> <ul style="list-style-type: none"> * Volcanics Cluster – VC and IT development * PB4L implementation with MoE support * Youth Guarantee Network * Impact Projects with Social focus * Regional Mentoring Programme * Healthy Lunches in schools programme 	<ul style="list-style-type: none"> * Closer links with Raukawa Trust and services * Relationship with YMCA for student support * Student Health partnership with Midland Health * Bluelight – Cactus * Toi Ohomai links / partnership * SSEP link focus on STEM at Year 10 	

STRATEGIES IMPLEMENTED TO RAISE STUDENT ACHIEVEMENT AND ENGAGEMENT AT PUTARURU COLLEGE 2021/22

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 – focus week / catch-up each term
- * 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
- * Meaningful /Contextual programmes
- * Cross Curricular activities / programmes
- * Reinvigorating of House system / competition
- * Student voice in programme development
- * Academic interviews Year 11 plus
- * Connected Curriculum with student choice / voice
- * This is ME – girls’ sports programme support

Inside School Initiatives:

- * Restorative Practice – review and revision
- * PB4L / restorative Practice further developed
- * Google Docs development continues
- * Expanded use of Kamar capabilities
- * Reworked timetable structures
- * Learning Advisories and Life Skills programmes at Years 9 / 10
- * Student input into their report writing
- * Establishment of Coordinator Curriculum and Pastoral roles

Outside of School Supports:

- * Volcanics Cluster
- * NZ Trades Academy
- * PB4L programme
- * Midland Health Dr and Nurse
- * Period Supplies programme
- * Secondary / Tertiary Partnerships
- * MoE – Healthy Lunches
- * Restorative Practice PD
- * Whanau Roopu Group
- * Cactus Programme
- * RMP
- * Kia Eke Panuku (CRRP)
- * School Lunches programme
- * Shine and Strength programmes
- * Sport Waikato – “This is ME” girls’ sport programme

Possibilities:

- * Targeted Staff Professional Learning
- * “Learning focused, Student centred” decision-making
- * Whanau Support Forum for Māori parents
- * Connected Curriculum development Year 9/10 – further revised and refined

Retention

- * GATEWAY programmes / Tertiary partnerships
- * Careers Advice programme Yrs 7 - 10
- * Trades Academy devp. (Agric, Hort, Forestry)
- * Accessible programme design
- * Personalised programmes (flexibility of T.t.)
- * Extended support mechanisms for students – identify priority focus group /s – focus weeks, catch-up sessions, ...
- * Trade Academy (Forestry, Horticulture, Agric.)
- * 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 in Learning Advisories
- * More “fun” in school; revamped House System and competition

Attendance

- * Monitoring of attendance from Pastoral staff eg letters home, pastoral contact as required
- * Attendance monitoring through Learning Advisories and Deans
- * Meaningful Programme development / student module choice at Years 9/10
- * Celebrating success e.g. pupil of the week
- * Building relationships (PB4L / Resorative Pract.) continued development
- * Pastoral Processes – reviewed and clearly delineated
- * Trades Academy (Agric., Hort., Forestry)
- * Revisit aspect of enjoyment in school / classroom / House Competition revamp
- * Year 7 Camp with Senior students
- * Connected Curriculum at Year 9/10, based on student choice on rotational basis (6/7 weeks)
- * Healthy Lunches in schools from Term 2
- * Period Supplies programme for girls