

PUTĀRURU COLLEGE CHARTER

2022



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INTRODUCTION

The special character of Putāruru 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 vision “together we learn and grow” emphasizes the very essence of this. Our school was born out of the amalgamation of Putāruru Intermediate School and Putāruru High School in 2004, to create the new school of Putāruru College.

Putāruru College has a long and proud history. We enjoy a strong sense of community where Yr 7 and 8 students are warmly cared for as they progress up in their senior years. Having 7 different year levels makes our school unique. This helps us create a family-like context for learning, which when combined with high quality teaching practices, can lead to extraordinary experiences and outcomes for our students. You will find a diverse curriculum, extensive opportunities outside the classroom and many layers of leadership here at Putāruru College.

What matters the most to us, is that students here have a strong sense of “together we learn and grow”. We want students to experience a high quality education where they feel nurtured, inspired and empowered to achieve highly and be strong in this world. We want our students to develop their distinctive character, know their strengths and use these to help others - our newly designed whānau groups will have collective investment in the success of each other.

Some of things you will hear us say:

- “It is not if you are bright, it is how you are bright”
- “Aki aki te tī o te tangata” - nurture the indescribable light within a person
- “Our whānau teacher is your child's champion”



STRATEGIC PLAN 2022-2024

Mission:

“Putāruru College will be the school of choice for our community”

Vision:

Together we learn and grow

Values:

Mana Motuhake, Whānaungatanga, Hīkina, Kia Tutuki

Strategic goals

1 We have a safe, positive, and **inclusive** learning environment that promotes hauora

2 We use **innovative** teaching and leadership practices

3 We design and deliver learning so all learners can succeed in their purposeful **pathway**

4 We learn through whānau and community **partnerships**

Priorities

- Our school values underpin our community and are visible in our daily practice
- Based on our values, all learners have rights, roles and responsibilities to ensure a culture of care in our community
- School wide Whānau | Learning Advisory programme for all learners
- Quality enrolment, transition and induction programmes
- An effective Learning Support department
- Our school looks like a school in a bicultural Aotearoa New Zealand; it reflects our diverse community while honouring our cultural heritage

- A localised school curriculum reflecting our place and our people
- An effective teaching profile to deliver our curriculum
- Programmes to build student and teacher leadership capabilities and opportunities.
- Identify the diverse needs of our learners and have the skills to meet these
- Elearning and the use of digital technology to enhance teaching and learning
- All learners engage in a school wide Te Reo Māori programme
- We actively participate and lead the Kāhui Ako priorities

- All learners demonstrate commitment to the pursuit of individual and collective excellence
- Every learner and group of learners have individual and collective learner profiles
- Every learner and group of learners have coherent learning pathways
- A cohesive school wide assessment plan for tracking, reporting and reviewing progress and achievement
- A whole school approach to careers education and vocational pathways

- A deliberate partnership plan
- Strengthen relationship with Raukawa and the whānau rūpu
- Our school is seen leading and serving in the community
- A culture of creating and celebrating success together
- An increased school media presence

Success measures

Our students enjoy being at school.
Wellbeing data and attendance baseline data increase 10% each year.

Develop, retain and attract high quality teachers
Effective teacher practices aligned to the teaching profile and subsequent professional growth cycle

ALL (100%) of our students achieve their learning goals
NCEA achievement rates are higher than decile 3 averages
80% of our Y7-10 students will accelerate against curriculum levels

Increased connection and active engagement with whānau and the community
Whānau are actively engaged in the identification of needs, and the co-construction and delivery of learning profiles and pathways to meet needs.

We give effect to Te Tiriti o Waitangi. Learners in our school community are self determining in creating notions of success and the realisation of these.

Please note: when we say learners we are talking about ALL members of this community, students, teachers, staff, leaders and whānau.

STUDENT ACHIEVEMENT TARGETS

1. 100% of students achieve their individual learning goals that are negotiated with whānau, student and whānau teacher.
2. 85% of Year 12 students gain NCEA Level 2.
3. 75% of our 2 target groups of learners make accelerated progress (2 curriculum sublevels) in Reading, Writing and Math.
 - 32 Year 7-10 Māori students
 - 32 Year 7-10 Learning support students
4. 100% of our Yr 7-10 students make progress through the curriculum levels across the year.

ANNUAL IMPLEMENTATION PLAN

The following 4 strategic goals will be regularly reported against in the monthly board meetings

Strategic Goal 1 - We have a safe, positive, and inclusive learning environment that promotes hauora

Specific Objectives for 2022, and rationale:

1 - To increase attendance and wellbeing data by 10% based on Term 1 baseline data.

2 - To establish, introduce and refine systems and processes for SEN.

We need to further develop coherent systems to support an increasing number of students with learning needs.

3 - To create a clear, consistent process for students with Special Assessment Conditions (SAC).

We are under-represented on SAC applications considering our roll size.

4 - To build confidence and capability in supporting SEN students in our classrooms.

All of our teacher aides are allocated to high needs ORRS students, so classroom teachers have SEN students within their classes and are requiring more PLD to support them.

5 - Upskilling the Learning Support team through targeted PLD, professional dialogue and appraisal.

We require strong leadership of the learning support team to enact changes that lead to improved outcomes for our SEN students.

6 - Developing the knowledge of our local area, stories and Te Reo specific to Ngāti Raukawa through whānau and Raukawa.

With seven new staff and a new whānau curriculum we have a platform to ensure local stories are shared.

2022 PLAN

<i>Obj</i>	<i>Action</i>	<i>Action - what will we do?</i>	<i>Resources</i>	<i>Responsibility</i>	<i>Timing</i>
	A	Collect baseline attendance data		SLT	Mid Term 1
	B	Collect baseline wellbeing data		SLT	Mid Term 1
1, 4	C	Create a SEN register		CLa	Term 1
	D	Conduct staff PD to build knowledge, understanding and confidence in supporting students with learning needs		CLa, RTLb, MoE	All year
	E	Conduct IEP meetings for ORRS students to establish/ review learning goals	Funding for refreshments	CLa and LMc	Term 1 and Term 4
	F	Review and improve the SAC process	PLD support	CLa and COo	Term 2
	G	Include Ngāti Raukawa in whānau programming fortnightly	Grant Thompson	SLT, THi	Fortnightly - all year
	H	Create art installations which reflect the culture of our school		Harley	Term 1-4

REVIEW

<i>Obj</i>	<i>Action</i>	<i>Result - what did we do? What happened?</i>	<i>Analysis - why did it happen?</i>	<i>Next steps - where to next?</i>
1, 4	A			

IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING

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Strategic Goal 2 - We use innovative teaching and leadership practices

Specific Objectives for 2022, and rationale:

1 - Create an effective teaching profile in collaboration with students and teachers to deliver our curriculum.

We are wanting to work towards improving consistent teacher practice and the effective teaching profile would outline what learning looks like in all our classes and help embed strategies from CRRP PLD.

2 - Complete a professional growth cycle that is linked to achievement of one Māori student and one learning support student in whānau group.

This would ensure collective responsibility for our school achievement targets, explicitly links to requirements for teacher learning through a professional growth cycle (1 x inquiry and 1 x observations).

3 - Transition staff, students and community into BYOD ahead of 2023.

We are wanting our community of learners to improve their digital literacy.

4 - Upskill teachers in Te Reo Māori and Matāuranga Māori.

We want all of our teachers and students to be confident and capable in Te Reo Māori me on tikanga Māori.

5 - Increase the transparency of teacher practice and programmes of learning to grow teacher capacity and connection to what is happening across our school.

There is an increased importance of information sharing as we prepare for covid distance learning, and continually seek to depreviatise practice to showcase inspirational pedagogy.

PLAN

<i>Obj</i>	<i>Action</i>	<i>Action - what will we do?</i>	<i>Resources</i>	<i>responsibility</i>	<i>Timing</i>
1, 4	A	Set up google classrooms for all classes. Add 1 online activity per week for juniors and 3 activities per week for seniors.		SLT and learning leaders	Mid Term 1
	B	Work with a group of E-Legends to coordinate a transition to BYOD plan		COo, Kim, SMO	Term 1
	C	Roll out devices for Y11-Y13 start of term 2 and other year level groups later in year			Term 2-4
	D	Create an effective teaching profile - what we want each student to experience every lesson, a consistent experience		SLT and PLD providers	Term 1/2
	E	Build staff digital literacy to improve their pedagogy for online learning		COo, SLT	Term 1-4
	F	Modify programmes of learning to include a Matāuranga Māori lens - with a view to starting with this lens in Sem A		THi	Term 1
	G	Offer 3 x a term PLD on Te Reo Māori and Matāuranga Māori		THi and SLT	Term 1-4

REVIEW

<i>Obj</i>	<i>Action</i>	<i>Result - what did we do? What happened?</i>	<i>Analysis - why did it happen?</i>	<i>Next steps - where to next?</i>
1, 4	A			

IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING

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Strategic Goal 3 - We design and deliver learning so all learners can succeed in their purposeful pathway

Specific Objectives for 2022, and rationale:

1 - Use curriculum sub-levels coherently to plan, deliver, track, and review programmes of learning; and report accurately and appropriately on these to our community.

We aim for more coherence in how students are tracked and their progress reported both internally and externally.

2 - Every student has an individual learner profile and personalized learning pathway that is shared with whānau and whānau teacher.

Profile and pathways plans will help holistically support our students with the goals set in their learning profiles and actions to achieve these.

3 - Develop a cohesive approach to increase engagement with external providers.

This will ensure that students are aware of opportunities and we are helping them find new ones.

4 - Establish formal and informal career and pathways education from yr 7 - 13.

We are aiming for a more explicit approach to how careers are delivered within our classes and outside of our classes.

5 - Upskill staff in their ability to use KAMAR to initiate personalized career pathways and provide accurate advice.

KAMAR has revamped in the last year and many new and old staff are aware of its potential, especially given their role of being a whānau teacher.

PLAN

<i>Obj</i>	<i>Action</i>	<i>Action - what will we do?</i>	<i>Resources</i>	<i>responsibility</i>	<i>Timing</i>
1, 4	A	Create a new reporting template, timeline and review process		COo and SLT	Term 1
	B	Develop (source) simple KAMAR tutorials on using the pathways sector feature so staff can grab and go when needed. Have these in a centralized place as well.		RRO	Term 1 and 2
	C	Provide 3 x formal PLD opportunities for Kamar upskilling, as well as information PLD when required		RRO and SLT	Term 1-4
	D	Organize termly careers events		RRO and careers dept	
	E	Continue to develop careers education within the whanau and curriculum teaching program		RRO and careers dept	

REVIEW

<i>Obj</i>	<i>Action</i>	<i>Result - what did we do? What happened?</i>	<i>Analysis - why did it happen?</i>	<i>Next steps - where to next?</i>
1, 4	A			

IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING

Strategic Goal 4 - We learn through whānau and community relationships

Specific Objectives for 2022, and rationale:

1 - Use the whānau class platform to improve relationships between our families and school.

We want to understand the families aspirations for their learners so we can work together to help them reach their goals.

2 - Establish celebrations of achievement milestones for learners.

Recognising different types of achievement and success is important to our community.

3 - Establish new and maintain existing partnerships with community groups (Whānau Rōpū, Rotary).

We aim to find more links and connections that enhance student experience while at Putāruru College.

4 - Further develop the partnership between Putāruru College, whānau and Raukawa.

We want our curriculum, vision and values to be representative of what our community wants and needs.

5 - Create, deliver and review a cohesive communication plan.

Currently our media approach needs improved clarity and cohesion.

6 - A deliberate plan to grow leadership at all levels.

We want Putāruru College to become the school for leaders!

PLAN

<i>Obj</i>	<i>Action</i>	<i>Action - what will we do?</i>	<i>Resources</i>	<i>responsibility</i>	<i>Timing</i>
1, 4	A	Maintain the Current partnerships to support our school community (Kura kai, transform Aotearoa, POET)		RRo	Term 1-4
	B	Create/provide support for our whānau who are having to isolate due to the covid red light system		RRo and SLT	Term 1-4
	c	Identify and attend events that promote our school and create connections eg Rotary dinner		SLT	Term 1-4
	D	Make sure every whānau has internet access (if they are willing)		COo	Term 1
	E	Identify Whānau needs (with whānau) and provide support eg NCEA information, BYOD understanding		SLT	Term 1-4
	F	Develop a Parent Action Group - forum for parent feedback and projects		Board and SLT	Term 1-2
	G	Grow leadership at all levels		SLT/Smo	Term 1-4

REVIEW

<i>Obj</i>	<i>Action</i>	<i>Result - what did we do? What happened?</i>	<i>Analysis - why did it happen?</i>	<i>Next steps - where to next?</i>
1, 4	A			

IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING

