

PUTĀRURU COLLEGE CHARTER

2024



Introduction

Strategic Plan 2022-2025

Student Achievement Targets

Annual Implementation Plan

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.

STRATEGIC PLAN 2022-2024

Mission:

“Putaruru 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
	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.			
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.

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

2024 STUDENT ACHIEVEMENT TARGETS

1. *70% of Year 12 students gain NCEA Level 2.*
 - *70% of our high Priority students achieve NCEA Level 2*
2. *75% of our year 10 students achieve the CAA*
 - *75% of our high priority learners achieve the CAA*
3. *80% of our Yr 7-10 learners progress at least two curriculum sub levels in reading, writing and numeracy*
 - *80% Priority 7-10 Learners make progress*
4. *50% of our students attending 90-100% by the end of term 4.*

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 2024, 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 keep developing coherent systems to support an increasing number of students with learning needs. Timetabling of available staff and spaces is a clear need.

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

We need to evaluate the process after every opportunity to ensure that we are helping all students who need it.

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

All of our Learning assistants 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 need to maintain support so our strong leadership of the learning support team can continue 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 only 1 new staff member we have a platform to ensure local stories are learned, shared, and embedded within our school practices

7 - Develop a transition team to ease the transition for our returning year 8's and new year 9s into year 9

The focus will be term one with plan to meet specific learning and teaching needs moving into terms 2-4

REVIEW				
Obj	Action	Result - what did we do? What happened?	Analysis - why did it happen?	Next steps - where to next?
IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING				

Strategic Goal 2 - We use innovative teaching and leadership practices

Specific Objectives for 2024, 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 the professional teaching standards.

2 - Complete a professional growth cycle that is linked to the professional teaching standards based on student voice via a feedback inquiry.

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 - Continually providing opportunities for teachers to develop their confidence 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 o tikanga Māori.

4 - 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 seek to deprivatize practice to showcase inspirational pedagogy.

PLAN					
Obj	Action	Action - what will we do?	Resources	responsibility	Timing

REVIEW				
Obj	Action	Result - what did we do? What happened?	Analysis - why did it happen?	Next steps - where to next?

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 2024, 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 senior student has an individual learner profile and personalized learning pathway that aligns with their future direction.

The development of a 3 year profile and pathways plan for each student 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 in its role of data use to improve learner outcomes.

PLAN

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REVIEW

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IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING

Strategic Goal 4 - We learn through whānau and community relationships

Specific Objectives for 2024, and rationale:

- 1-** Using academic data to improve learning 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, Kahui Ako, 24/7).
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 creating opportunities for every teacher to develop leadership skills.
We want Putāruru College to become an environment of opportunity!

7 - Further develop the partnership between Putāruru College and the other schools within our Kahui Ako

We want to build connections with our contributing schools to enable smooth transitions from primary to secondary to better enable students to build on their learning journey.

PLAN					
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IMPLICATIONS FOR NEXT YEARS ANNUAL PLANNING				