

# CHARTER 2021

## PAPAMOA COLLEGE

Inspired Learning.  
**Exciting Futures.**

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Wakamanawa akoranga.  
**Whakawana ki mua.**

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## Introduction

Papamoa College is a state co-educational year 7-13 school that has 1558 students enrolled in 2020.

The school aims to provide students with a learning journey that is personalised, meaningful, and includes experiences that develop life skills and the dispositions to be a successful person.

Learners are supported to gain the highest possible qualification, and are prepared for the next steps beyond their schooling education.

Students are developed into young adults, who work hard to attain the learner profile dispositions and as a result, personifying the school vision of being successful people, who value relationships and community, and are committed to learning for life.

## Vision *what we want to be in the future*

*Ko te waihanga i te iwi angitū, ko te hunga e whaipāinga i roto i te whanaungatanga me tōnā hāpori, ko te hunga manawanui ki te ake mo ake ake*

*To create successful people, who value relationships and community, and are committed to learning for life*

Being successful means achieving at the best possible level in any pursuit. This includes academic success, sporting success, arts and cultural success etc.

Relationships with people matter and being connected to others is important. Participating and contributing in a community of other people is important for the Papamoa community and therefore is reflected in what we do at Papamoa College.

Life is a continuous process of growth and development. Learning at school is therefore a continuation of learning at home and in the community. Effective learning is relevant to a student's life and does not stop once a student leaves school. The people at Papamoa College will become learners for life.

## Mission *how we are going to do this*

- We are creating an effective school that always puts student learning first.
- We are committed to improving student achievement and therefore ourselves to ensure this occurs.
- We embrace the bicultural heritage of New Zealand and honor Te Tiriti o Waitangi. Maori students will learn and succeed as Maori students.
- We will meet the learning needs of our diverse groups of students.
- We will develop a school that effectively demonstrates the dimensions of best practice through:
  - Focusing on student learning through engagement, progress and achievement,
  - Developing effective teaching,
  - Effective leadership and management of the school,
  - Effective governance of the school,
  - Promoting a safe and inclusive school culture,
  - Engaging with parents, whanau and the community.

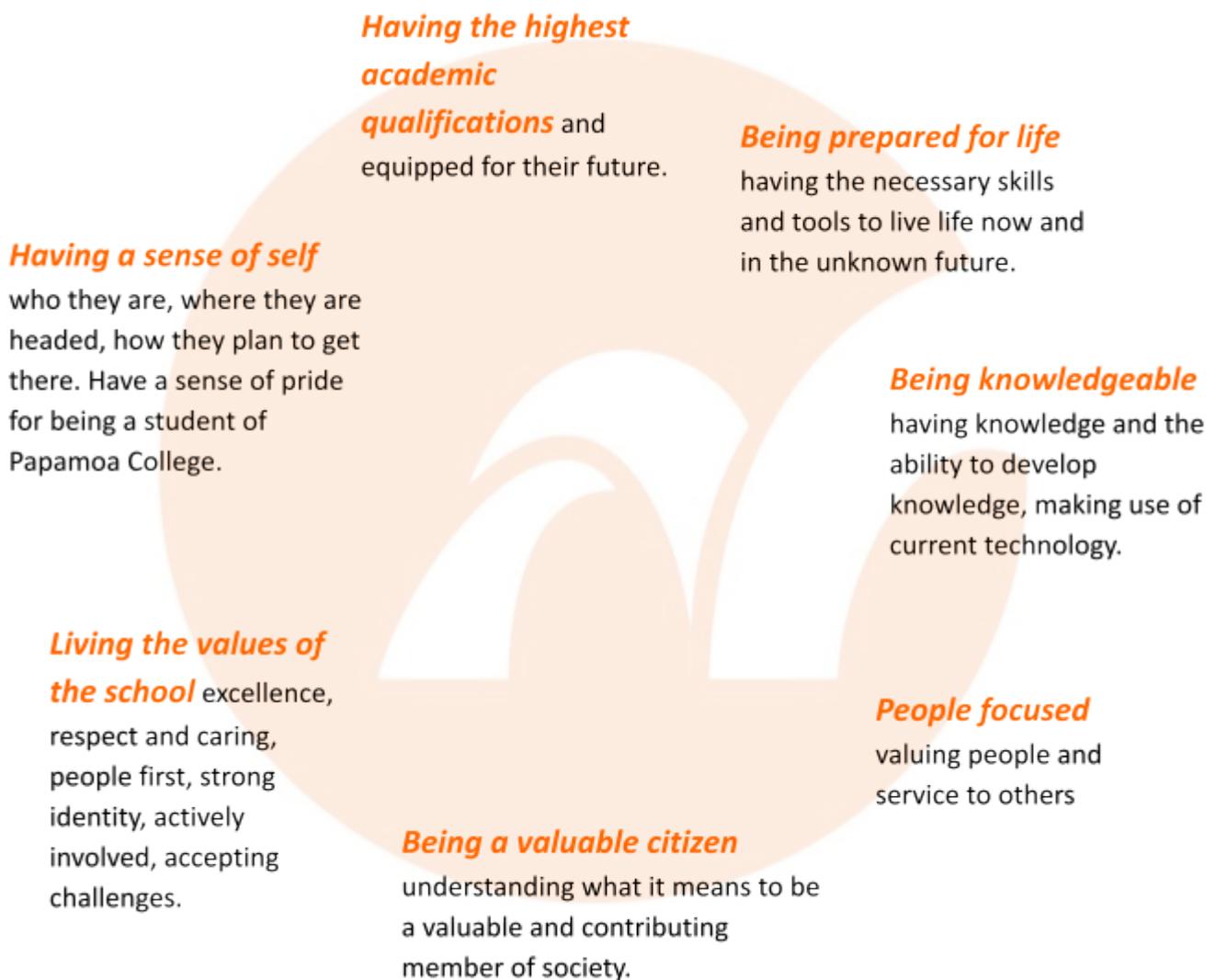
**Values** *what motivates how we behave*

- |                       |                      |
|-----------------------|----------------------|
| <i>Whai kaha</i>      | <i>Participation</i> |
| <i>Whanaungatanga</i> | <i>Relationships</i> |
| <i>Whai Mana</i>      | <i>Excellence</i>    |
| <i>Whai Whakaaro</i>  | <i>Respect</i>       |

The school wide Citizenship and Whanau Programmes promote and reinforce the focus values across the school.

**Learner Profile** *what a student will be like when they leave*

Papamoa College will develop student graduates who demonstrate the following dispositions:



## **Nga Potiki Tangata Whenua** *the people of the land*

We recognise and value the unique position of Maori in Aotearoa, and the importance of Te Tiriti o Waitangi.

We acknowledge Nga Potiki Iwi as tangata whenua, and are committed to maintaining a close working reciprocal relationship.

Te Reo Maori and tikanga is incorporated throughout the school as a normal part of what happens everyday. This complimentary approach acknowledges and respects the values, traditions and histories of both Maori and Pakeha.

All students have the opportunity to learn Te Reo Maori as a curriculum subject. Parents wanting their children to receive total immersion in Te Reo Maori and tikanga will be referred to other local schools that provide that service.

Building close relationships with whānau is a priority. Whanau are a significant component of the partnership relationship, which ensures Maori students are able to learn as Maori, and achieve at the highest levels.

## **Cultural Diversity** *who we are*

As an organization of many people, we recognize and celebrate the cultural diversity that contributes to a rich and dynamic environment.

The school curriculum and ethos encourages students to understand and respect different cultures that contribute to New Zealand society. Individual experiences, cultural traditions, histories and languages of all New Zealanders, are recognised and valued.

The special places of Pacific Island communities in New Zealand, as well as groups from other ethnic backgrounds are embraced.

The school is committed to represent the interests of the community that it serves.

## 2020 Student Achievement Targets Results

### Literacy Focus

A Literacy focus group with passionate staff was formed to better understand the literacy needs of the students and to help shape a professional learning programme to further develop staff literacy skills. Literacy was also a priority area for the Professional Learning Streams during the Thursday morning learning sessions. Teaching staff were surveyed with their own literacy development needs identified.

An application with the Ministry of Education for teacher literacy professional learning development was successful. This contract has secured 200 hours of professional development from an external provider to upskill reciprocal reading techniques for teachers in 2021.

Middle School English teachers in their Learning Communities focused on developing student reading and writing skills throughout the year.

### **Student Achievement Target: 80% of Year 7 students will be Reading At or Above by the end of the year**

Result: Start of the year 62% End of the year 61% -1%

It was identified that the interruption throughout the year with lockdown and a consequential loss of confidence did not provide the expected gains in achievement.

There were however some pleasing gains with  
Year 7 Writing All students 55% to 64% +9% and especially with  
Writing Boys 44% to 54% +10%

Year 8 Reading results showed excellent gains made with  
Writing All students 57% to 68% +11%  
Boys 49% to 56% + 7%,  
Girls 68% to 78% +10%,  
Maori 48% to 60% +12%,  
European 62% to 78% +16%

### **Student Achievement Target: 75% of Year 10 students will obtain At or Above in English by the end of the year**

Result: Mid year 67% End of the year 77% +10%

A very pleasing result and successful attainment of the student achievement target.

Year 10 Boys achieved the target 62% to 76% + 8% and well as did Girls 77% to 78% +1%

Although Maori students did not reach the target there was considerable improvement 54% to 65% +11

Year 10 All students' Formal Writing achievement also showed very good improvement 59 to 69% +10%

Although not part of the student target Year 9 students also showed considerable improvement:

Reading All students 80% to 87% + 7%

Formal Writing All students 58% to 74% +16%

English OTJ All students 66% to 73% +7%

Boys 54% to 65% +11%,

Girls 75% to 81% +6%,

Maori 60% to 65% +5%

## Maori Student Achievement

### Student Achievement Target: Maori Students to achieve at the same level or above to their cohort - especially Y11-13

The Achievement Goal: For Maori Students to achieve at the same level or above to their cohort - especially Y11-13, was an ambitious goal to aim for, especially when the gap between Maori student achievement and other student achievement had increased.

Considerable focus was placed on targeting Maori student learners by Curriculum Area Leaders and their teaching staff. Overall Maori student achievement improved with there being many positive shifts. The areas for further development in 2021 are Year8 Reading & Writing and Year10 Mathematics.

Percentage of students At or Above the expected achievement level over the year:

Year 7	Reading OTJ	All students	62% to 61%	-1%	Maori	50% to 46%	-4%
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	Writing OTJ	All students	55% to 64%	+9%	Maori	50% to 46%	-4%
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	Numeracy OTJ	All students	61%		Maori	53%	
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Year 8	Reading OTJ	All students	94% to 96%	+2%	Maori	61% to 63%	+2%
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	Writing OTJ	All students	57% to 68%	+11%	Maori	48% to 60%	+12%
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	Numeracy OTJ	All students	59% to 65%	+6%	Maori	39% to 55%	+16%
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The Year8 Maori students achievement gains for Numeracy were very pleasing.

Year 9	English OTJ	All students	66% to 73%	+7%	Maori	60% to 65%	+5%
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	Mathematics OTJ	All students	71% to 72%	+1%	Maori	69% to 57%	-12%
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Unfortunately the Year8 Maori students Mathematics achievement did not result in improvement.

Year 10 English OTJ	All students	67% to 77%	+10%	Maori	54% to 65%	+11%
Mathematics OTJ	All students	72% to 78%	+6%	Maori	58% to 74%	+16%

The Year10 Maori students Mathematics achievement results showed very good improvement.

Year 11-13 Student achievement is presented for those students who completed a learning course with 80+ credits:

Year 11 Level 1 Certificate	Achieved Merit Excellence	All students	81%	Maori	74%	Pakeha	83%
Year 12 Level 2 Certificate	Achieved Merit Excellence	All students	82%	Maori	89%	Pakeha	83%
Year 13 Level 3 Certificate	Achieved Merit Excellence	All students	85%	Maori	67%	Pakeha	91%

## Papamoa College Strategic Objectives 2020-2022

Strategic Objectives		2020	2021	2022
<p><u>Student Learning &amp; Achievement</u></p> <p>Students will receive an excellent education, and achieve to the highest possible level and gain quality qualifications</p>	<p>The teaching and learning experiences are at an excellent level. Learning is personalised and meets student needs.</p>	Best practice pedagogy: <i>Increasing the pedagogical capability of teaching professionals</i>		
		<p>To further develop best practice for teaching and learning especially in the context of an innovative learning environment. Teaching professionals are supported and developed through quality professional learning opportunities.</p>	<p><i>Development of effective pedagogy for personalised student learning programmes.</i></p>	<p><i>Learning and teaching programmes reflect the flexibility and adaptability needed for effective personalised learning</i></p>
		Leadership strategy: <i>Developing better leaders</i>		
		<p>To develop, foster and grow great leaders throughout the school.</p>	<p><i>Leadership strategy is implemented for all a Senior and Middle leaders throughout the school</i></p>	<p><i>Further development of the Leadership Strategy that also includes aspiring and developing leaders</i></p>
		Learning pathways and progression: <i>Student learning is progressive</i>		
		<p>Provide clear and effective learning pathways and progression through the Middle School that are promoted and communicated.</p>	<p><i>Further the develop the learning pathways and progression through into the Senior School</i></p>	<p><i>The school wide learning pathway and progressions support effective personalised learning programmes</i></p>
	<p>Students will gain the expected achievement and qualifications at the relevant curriculum learning level</p>	Student engagement: <i>Improving the engagement of learners</i>		
		<p>Students should be fully engaged with their learning and achieving at the expected level.</p>	<p><i>Modifications to the learning landscape continue to be made for students to be fully engaged with their learning and achieving at the expected level.</i></p>	<p><i>Continue to modify and improve the learning landscape for students to be fully engaged with their learning and achieving at the expected level</i></p>
		<p>Improving student literacy across the school.</p>	<p><i>Further consolidate the literacy strategies and developing teacher capabilities</i></p>	<p><i>Continue to build on and consolidate the literacy strategies and develop teacher capabilities</i> <i>Review effectiveness programmes</i></p>
		<p>Developing Culturally Responsive Teaching</p>	<p><i>Continue to build teacher capacity and capability and further strengthen relationships with iwi and whanau</i></p>	<p><i>Review the Culturally Responsive Teaching approach and effectiveness</i></p>
<p>School leavers have the skills, knowledge and qualifications to enable them to continue with their learning</p>	School Leavers: <i>Ensuring students leave with everything they need</i>			
	<p>Targeting senior school underachieving students Academic Mentor focus and support</p>	<p><i>Continue to targeting senior school underachieving students especially priority groups</i> <i>Continue to apply Academic Mentor focus and support</i></p>	<p><i>Continue to targeting senior school underachieving students especially priority groups</i> <i>Continue to apply Academic Mentor focus and support</i></p>	

	and be lifelong learners			
<u>Culture</u> To foster a school environment and culture which is positive, safe and affirming	School culture is strong, identifiable and promotes positive relationships which are based on the value of living and participating effectively within a community	Community Culture: <i>Strengthening community connection and influence</i>		
		Community Strategic Plan Consultation	<i>Finalise, communicate and publicise medium to long school strategic plan</i>	<i>Realignment of school focuses and programmes to reflect the strategic plan</i>
		Health & Sexuality Education Programme review	<i>Introduce the amended Health &amp; Sexuality Education Programme</i>	<i>Evaluate the effectiveness of the Health &amp; Sexuality Education Programme review</i>
		Campus Culture: <i>Maintaining a positive, empowering and flourishing school culture</i>		
		To reinvigorate the school spirit and culture	<i>To continue to develop and strengthen the school spirit and culture</i>	
		To promote and support staff health and wellbeing	<i>Continue to introduce measures to promote and support staff health and wellbeing</i>	<i>Continue to introduce measures to promote and support staff health and wellbeing Survey staff re health and wellbeing</i>
<u>Campus Development</u> To operate a contemporary and effective campus which includes excellent facilities, resources and personnel.	The campus environment provides facilities, resources and personnel that are effective to enable excellent teaching and learning to occur.	Campus Development Plan: <i>Providing the resources &amp; facilities that the school needs</i>		
		Finalise the future campus development plan	<i>Continue to oversee the building development projects on campus</i>	<i>Continue to oversee the building development projects on campus</i>

Strategic Objective 1	Great Learning & Great Teaching							
Students will receive an excellent education, and achieve to the highest possible level and gain quality qualifications								
	Actions	Measures	Accountability	Responsibility	Resources	Expected Outcomes	Start Date	Completion Date
The teaching and learning experiences are at an excellent level. Learning is personalised and meets student needs.	Best practice pedagogy: Increasing the pedagogical capability of teaching professionals							
	Creation of a Future Learning Landscape Strategy	Leadership Group establish Shared Vision of Learning & Curriculum Design Learning Landscape working group formed. Strategic approach is created and presented Build staff capability and understanding of FLL	DP Shea McEvoy	DP, FLL group, SLT	Release time Professional Learning Time/costs	Learning Landscape strategic plan is developed, implement and reviewed Clear timelines are in place. Staff have clear action plans for their respective roles.	February	December
Reviewing eLearning Strategy Plan	An eLearning Strategic Plan is updated and implemented. Google Suite becomes the sole digital eco-system BYOD engagement with BOT / Community / Students Kaiako are supported to deliver consistent, high quality learning experiences in a digital environment.	DP Shea McEvoy	DP, eLearning Coordinator, IT Team	Professional Learning Time	A school-wide coherent digital ecosystem is employed. Significantly increased uptake of the BYOD scheme by students and whānau. Develop kaiako capability and capacity to engage meaningful with tauira / students in the digital learning environment.	March	December	

Leadership strategy: Developing better leaders								
A leadership strategy is produced and implementation to support aspiring, current leaders and leading leaders	Leaders have contributed to the development of the strategy Implementation timetable is established and actioned Leadership strength/skills evaluation undertaken Leadership professional learning opportunities offered Staff engaging with a leadership development programme	Principal Steve Lindsey	Principal, SLT, Middle Leaders	Skill Assessment costs Professional learning Costs	A Leadership Strategy is implemented and operational Suitable leadership professional learning has occurred Middle Leaders are involved in reporting to the Board Relevant staff are engaged with the leadership development programme	March	December	
Learning pathways and progression: Student learning is progressive								
Middle School Curriculum redesign and Learning Progression development	MS Development group established to lead redesign process Learning progression is developed and clear across MS Learner profile developed Professional learning opportunities for staff	DP Pip Tinning	DP, MS Leaders, SLT	Professional Learning costs Release time for MS Development group	Literacy Numeracy Inquiry progressions developed MS has been redesigned and promoted A clear and communicated MS Learner Profile is operational Numeracy Achievement Goals 75% At or Above Year 10 Mathematics Boys 75% At or Above Year 10 Mathematics Maori	March	December	
Students will gain the expected achievement and qualifications at the relevant curriculum learning level	Student engagement: Improving the engagement of learners							
	Initiate a school wide Literacy Programme	Teachers are engaged with Reading Literacy PLD programme (RT3T) School wide writing approach Range of Lit PD opportunities presented	DP Pip Tinning	DP, Literacy Team	Release costs for staff Professional Learning costs	A school wide writing approach is adopted Literacy Achievement Goals 75% At or Above Reading Year 8 Boys Year 8 Maori 80% At or Above Writing Year 10 Boys Year 10 Maori	March	December

	Ensure teaching and learning programmes include cultural contexts for learners	Curriculum leaders and teaching staff will develop cultural contexts within teaching and learning programmes to better engage maori learners Teacher planning reflects effective ways to connect with maori students Teachers are upskilled	AP Pere Durie	Curriculum Leaders	Professional Development costs	Clear approach exists for developing connections and learning through Culture, Language and Identity Learning Programmes clearly identify components that link to culture, language and Identity for student learning Achievement Goal Increase NCEA results for Māori students by 10%	March	December
	Support programs targeting Māori at various year levels continue and are developed to be more coherent	Māori students and whānau are engaged in programs Outcomes are focused on enhancing identity Review and modify existing structure and programmes to ensure they are coherent and compliment each other	AP Pere Durie	Kaupapa Māori leader Te Pae o te Rito	Volunteer staff time Financial support budgeted for	Student participation in programmes Value from whānau Increased sense of Māori identity at College	March	December
School leavers have the skills, knowledge and qualifications to enable them to continue with their learning and be lifelong learners	School Leavers: <i>Ensuring students leave with everything they need</i>							
	Senior School Learning Pathways are clarified Establish meaningful learning journeys for senior students	Create structures for communication with respect to student transitions and pathways Visible pathways are offered to all students Build staff capability and understanding of pathways education Priority Learners Narrative Data and Pathways are clearly identified with appropriate interventions	DP Shea McEvoy	DP, Directorate, Careers, SLT		Structures are in place for communication with respect to student transitions and pathways. Visible pathways of transition are clear and discussed with all students and where applicable whānau. Staff understanding and knowledge of pathways is reflected in effective practice.	February	December

Strategic Objective 2	School Culture							
	To foster a school environment, which is positive, safe and affirming							
	Actions	Measures	Accountability	Responsibility	Resources	Expected Outcomes	Start Date	Completion Date
School culture is strong, identifiable and promotes positive relationships which are based on the value of living and participating effectively within a community	Community Culture: Strengthening community connection and influence							
	Community Strategic Plan Consultation	Reshaping the school vision, values and strategic objectives Embarking on a consultation process with stakeholders including students, staff and community	Board	Board SLT	Consultation costs - promotion Administrative costs Facilitator costs	The school vision, values are refreshed and strategic objectives are determined for the next 2/3 years.	March	End term 3
	Campus Culture: Maintaining a positive, empowering and flourishing school culture							
	Improving support for student wellbeing	Develop programme that is based on policy Reviewing and refining Bullying programme Promotion of anti-bullying campaign Responding to specific issues identified in Wellbeing Survey for parts of the school Analysis of pastoral entries in KAMAR	DP Pip Tinning	Deans, Directorate, LLC	Costs of signage and print costs Visiting speaker costs	Improvements in results from Student wellbeing survey Clear signage across campus A clear school wide approach to bullying is operational	February	Early Term 3
Staff are well supported as an employee.	Reviewing employment processes and practices to ensure they are manageable, effective, meet the needs of all parties and relevant legislation	Principal Steve Lindsey	Principal Associate Principal	Possible digital solution costs Evaluation costs of current processes	Assessed and decided on suitable digital solutions for personnel management if appropriate Established clear employee incentives, support, and	March	August	

						development opportunities Processes are effective and modified as needed		
	Learning Support Programme Redesign	Review LS programme and structures Clarify operational processes for resourcing, staffing and expenditure Programmes adapted, implemented supported and reviewed for identified students	DP Shea McEvoy	DP, SENCO, Business Manager		All learning support staff have clear action plans for their respective roles. Programmes of support are implemented and support teachers to add value to the learners requiring additional support. PL is undertaken to enhance the skills of the teachers of all students with identified needs.	February	July
	Determine Sport & Recreation Strategic plan	Sport & Recreation Strategic Plan is written and implemented	AP Pere Durie	AP, Director of Sport and Recreation, S&R Team		The Sport & Recreation Strategic plan is in place and implemented	March	July
	Increased student involvement and voice	Create a system for students to access relevant campus life information and implementation Review student enrolment and induction process Establish a clear method for capturing student voice	DP Karla Spicer	DP, Administration Team, Deans/SSL		Students can gain accurate campus life information easily Student voice mechanisms are introduced Creation of a virtual space for Student Information. Student leaders allocated specific hui time to share contributions with SPK	March	December

	Tikanga and partnership development	Building and growing staff cultural capability within the school. Engaging with whānau and the wider Māori community in Pāpāmoa. Recognising and developing Māori student achievement	Matua Heemi AP Pere Durie	Matua H, Te Pae oTe Rito Group	Costs for; Matariki event, whānau hui, possible Professional Development opportunities and connections with Ngā Pōtiki	School personnel increase their understanding of kaupapa Māori Matariki event becomes part of the school calendar Whanau hui and Māori assembly have occurred throughout the year	February	December
	Citizenship Review	Review the ideals and practices of Citizenship and Whanau programmes Present proposals to SLT	DP Karla Spicer	DP, Cit/Whanau Team		Citizenship and Whanau programmes have been reviewed and modified accordingly	April	July

<b>Strategic Objective 3</b>	<b>Campus Environment</b>							
To operate a contemporary and effective campus which includes excellent facilities, resources and personnel								
	Actions	Measures	Accountability	<b>Responsibility</b>	Resources	<b>Expected Outcomes</b>	Start Date	<b>Completion Date</b>
The campus environment provides facilities, resources and personnel that are effective to enable excellent teaching and learning to occur.	Campus Development Plan: Providing the resources & facilities that the school needs							
	Campus Development Plan	To fully contribute in the process of furthering the Campus Development project Providing regular updates for stakeholders on progress	Principal Steve Lindsey	Principal, Board Property Committee, Property Manager Specific staff	Time set aside for meetings, consultation	The Campus Development Plan has significantly progressed and visible work has started or is imminent Stakeholders have had regular and informative updates and information	February	December
	Additional learning space accommodation	To ensure additional learning space accommodation is in place for 2021 and beyond Provide regular updates for stakeholders	Nathan Rillstone Property Manager	Property Manager, Property Team	Time set aside for meetings, consultation	The additional learning spaces are in place and being used for student learning in 2021 and the next group of temporary accommodation for 2022 is in process	February	September
10YPP and 5YA Programme	Action the 10YPP and 5YA programme of development	Principal Steve Lindsey	Principal, Property Manager, Business Manager	Possible project management costs for specific jobs Funding allocated for projects from 5YA funds	The 10YPP and 5YA plans are fully operational and spending has begun	May	December	