

Patea Area School



*Each ONE Counts!*

**GROWING GOOD PEOPLE  
FOR A CHANGING WORLD**

## **OUR JOURNEY SO FAR**



# OUR CHALLENGES

## 2015

*“Challenges are what makes life interesting  
and overcoming them is what makes life meaningful”*

- 4<sup>th</sup> Year in a Year Long ERO Review Cycle
- Under Statutory Management
- Low pass rates in both National Standards and NCEA
- High Stand Down/Suspension rates
- Dis-engagement of students
- Disconnection from the community
- Under resourced
- Declining roll
- Low staff morale



# OUR OPPORTUNITIES

*“Opportunities are usually disguised as hard work,  
so most people don’t recognise them”*

- Urgency
- A Blank Canvas

Based on sound pedagogical research a movement away from the outdated industrial based educational model of 1 size fits all

[Sir Ken Robinson Changing Educational Paradigm](#)

To a 21<sup>st</sup> Century Curriculum that prepares our young people for the modern world beyond our school gates

[Maurice Conti: The incredible inventions of intuitive AI - TED.com](#)

[https://www.ted.com/talks/maurice\\_conti\\_the\\_incredible\\_inventions\\_of\\_intuitive\\_ai](https://www.ted.com/talks/maurice_conti_the_incredible_inventions_of_intuitive_ai)

# OUR SOLUTIONS

*Our New Mindset*

*“Prepare to Challenge and be Challenged”*



# SETTING OUR FOUNDATIONS

## OUR VISION: GROWING GOOD PEOPLE FOR A CHANGING WORLD

### OUR STRATEGIC PLAN

| Strategic Plan for Patea Area School 2015 - 2017  |  |  |   |
|---|--|--|---|
| Vision  | Principles   | Strategic Activities   | Strategic Outcomes  |
| What we want for our students   | These underpin the work that we do at Patea Area School individually and corporately   | This is what we do every day, what we need to be good at doing and the values which underpin our plans   | These are the areas we want to make happen by 2015 and 2017   |
| <p>Growing good people for a changing world</p> <p>We will know we are achieving this vision when students are:</p> <ul style="list-style-type: none"> <li>Confidently following their dreams and pursuing their aspirations creatively and with resilience.</li> <li>Taking responsibility for their choices and actions, as connected citizens of both local and global communities.</li> <li>Displaying self-awareness as well as awareness of others and their culture.</li> <li>Relating to one another and caring for each other in ways that are constructive, supportive and respectful and which enables them to be active participants in the positive and sustainable future of Aotearoa New Zealand.</li> <li>Skilful learners able to seek, create, use and evaluate knowledge.</li> </ul> | <p>Raise student academic achievement and constantly seek improvement pursuing personal excellence in all that we do.</p> <p>Understand and practice the principles of the Treaty of Waitangi</p> <ul style="list-style-type: none"> <li>Participation</li> <li>Protection</li> <li>Partnership</li> </ul> <p>Our work will reflect and celebrate New Zealand's cultural diversity.</p> <p>Our school is forward looking and</p> <p><b>INCLUSIVE</b></p> <p>Students will know how to learn and be able to reflect on the process of learning.</p> <p>Bring the community into our school and get involved in our community.</p> <p>Our work will be aligned, offering clear pathways for student learning and school development.</p> <p>Plan for a sustainable future.</p> | <p><b>EQUITY</b><br/>Provide a safe and positive school environment</p> <p><b>INNOVATION INQUIRY CURIOSITY</b><br/>Deliver modern and interesting teaching and learning programmes appropriate for the 21<sup>st</sup> century</p> <p><b>EXCELLENCE</b><br/>Promote a culture of achievement and personal excellence through meeting individual needs</p> <p><b>DIVERSITY</b><br/>Include tikanga Māori as an integral component of our school culture, professional practice and as part of being a New Zealander</p> <p><b>INTEGRITY</b><br/>Build effective and positive relationships within the school and community</p> <p><b>COMMUNITY PARTICIPATION AND</b></p> <p><b>SUSTAINABILITY</b><br/>Ensure the school is well resourced</p> | <p>Implement and embed the PB4L Programme of student learning</p> <p>Develop inquiry based approaches to learning. This will involve evidence based input of students and aligning curriculum with the 21<sup>st</sup> Century programme</p> <p>Move from a credit culture to a learning culture and students are mentored to achieve their goals formally and informally</p> <p>Greater numbers of students achieving their goals</p> <p>Fully integrate the New Zealand Curriculum into the school curriculum to ensure a high quality learning experience</p> <p>Students and staff will develop better relationships and understanding through formal and informal learning</p> <p>Mentor Groups will promote high quality learning and develop the learning culture</p> <p>The community will become more involved through key events and activities</p> <p>Involvement in sport, cultural activities and promote significant learning opportunities of good quality</p> <p>Experiential and authentic learning through vocational business and environmental projects</p> |
| As a community it is effective relationships which enable us to achieve our individual and corporate goals. The following values are Respect, Co-operation, Care for one Another, Courage, Responsibility   |  |  |   |





# OUR VALUES

**P**articipation

**R**espect

**I**ntegrity

**D**iversity

**E**xcellence



**PATEA AREA SCHOOL**  
"Growing good people for  
a changing world"

# OUR PARALLEL PILLARS

## **Philosophical Growth Systemic & Structural Change**

(Clear direction, PL, Inquiries, Evidenced Based Developments, Handbooks,  
PESTER Lesson Observations)

## **School Culture Growth Tangible & Physical Change**

(PRIDE Values, Expectations, School and sports uniform, Movement away  
from single cell offices/ rooms, Learning hubs, Collaborative furniture, Digital  
Fluency)

# OUR FRAMEWORK

*Positive learning relationships  
where the child sits at the center of all we do  
and the community is at the heart of who we are*

|  |  |
|--|--|
| A flexible timetable )<br><i>(Improved retention of snr students/ whanau/ community - part time work vs school – 9.00am-3.00pm)</i>  | 7.00am starts gives us flexible hours of operation<br>On line learning also means learning can be done anytime any place   |
| Self directed learning<br><i>(Authentic leadership * School Ball)</i>  | The curriculum is driven by student voice, needs and aspirations<br>No bells<br>Booking methods for expert teacher time<br>Leadership  |
| A personalized program of learning where the student sits at the center of the curriculum design<br><i>(Improved AREA data)</i>  | Flexible levels based on strengths with the option to do University papers<br>Inquiry work based on interests, passion and pathways not whole class learning or junior school rotations<br>Credits designed to sit around the students aspirations |
| A team of teachers who facilitates learning through digital fluency and ongoing conferencing   | Staff supporting staff<br>Online learning supported with conferencing  |
| Expert teachers  | Online learning supported with the ability to book time with an expert teacher or support teacher  |
| Experiential, authentic learning opportunities with Impact Learning integrated courses<br><i>Improved learning culture vs credit counting culture – focus on depth not breadth</i> | 3 hour courses to allow students to maximize learning time - to go on experiential learning trips<br>Whole day courses STEAM focus   |
| Inquiry focused learning<br><i>(Windmills, chicken coop)</i>   | Interests, passions and pathways   |
| Aligned pathways to tertiary education, employment   | ITOs such as a Chef and teacher doing hospitality Coding with Ruanui, University papers available, <b><u>Business Internships</u></b>  |
| 21 <sup>st</sup> Century and culturally appropriate pedagogical practices, programs and tools of learning  | ICT Action Plan, Digital Fluency, Devices for all, PL for staff including  |

|   |  |
|---|--|
|   | Blogs – See Saw, PAS App   |
| Globally connected and confident students | MLA, Stanford University, Voluntary Services in Fiji<br>Student led IDPs<br>Utility period<br>*Family Fruit Trees for the Future<br>Sports development |

# OUR HOME IN ACTION

|  |  |
|--|--|
| 7.00AM<br>FITNESS  | A core fitness program for yrs 7-13<br>Yrs 13 can negotiate a 9 out of 10 day program or early finish to allow for part time work  |
| 8.15AM<br>STAFF<br>COLLABORATION<br>(Also 2.00pm every Wednesday)                | A movement from sharing daily notices to inquiry work, planning and PL – All done electronically   |
| 8.40AM<br>MENTOR GROUP<br>TIME<br>(Also Utility period period 5 every Wednesday) | With a 1:12 teacher student ratio positive learning relationship sits at the core of this time – Mentoring and tracking of students, explicitly teaching our school values and very importantly genuine <u>partnerships</u> with home (IDPs, personal invites to key events)<br><br><p style="text-align: center;"><a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion">Rita Pierson: Every kid needs a champion   TED Talk   TED.com</a><br/><a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion</a></p> |
| 9.00AM<br>NUMERACY   | Numeracy across the school   |
| 10.00AM<br>LITERACY  | Literacy across the school   |
| 11.20 – 3.00<br>IMPACT<br>LEARNING   | Up to 3 hour tutorials supported by ongoing conferencing, expert teachers, experiential and authentic learning, integrated studies<br>Why are you learning what you are learning? (not what are you learning?)<br>21 <sup>st</sup> Century, culturally appropriate pedagogy and ICT tools are core to our learning   |
| EVERY 2 <sup>ND</sup><br>FRIDAY<br>WHOLE DAY                                     | Authentic, experiential learning where the community at large becomes the classroom – The focus is on ‘STEAM’/ life skills / key competencies/ teacher student passion and not credits   |



# OUR RESULTS

## FROM 2015 – CURRENT

- Out of Statutory Management with a full ERO review due in 18 months
- Improved pass rates in both National Standards and NCEA
- 3 Stand Downs compared to 20  
0 Suspensions compared to 3
- 10 % overall increase in attendance
- 95 % Attendance from our community to key events with positive Media coverage
- Property improvements/ significant ICT and sporting upgrades
- Roll has doubled
- 50% growth of new staff

+ First school ball in 25 years

First rugby team in 14 years (has grown with teams like Touch off to Nationals)



