



Annual Plan 2017

ANNUAL PLAN 2017 - (Outline only - full details of outcomes, implementation, timeframe and resourcing in Annual Targets Section)

1. STUDENT LEARNING	OUTLINE	RESPONSIBLE
Curriculum Pathways	<ul style="list-style-type: none"> Continue to deliver Academic Coaching (AC) Programme and Parents Meetings Continue with Achievement Retention & Transition programme (ART) and At Risk of Not Achieving (ARoNA) supported by Achievement- Support Tutor Continue Trades Academy partnership with Toi Ohomai Institute of Technology Respond to the need for additional Trades Academies and options for school-based Academy models, where appropriate Review CIE Global Perspectives and recommend direction in 2018 Map Vocational Pathways against courses and include in Option Selection Booklet Integrated Studies Programme in junior school Review senior curriculum suitability to meet the needs the students Explore alternative timetable models to respond to senior curriculum review 	EXEC EXEC GLB, LAW GLB,SMH,MCF TIS SLT SLT
Use of Data	<ul style="list-style-type: none"> Analyse results, identify positive and negative trends to target for 2017 Link to targets for 2016, Implement reporting of curriculum levels across the junior school Effectively use data on junior literacy and numeracy levels across curriculum areas Review reporting procedures. 	SLT TIS TIS GLB, EXEC
Advancing Maori Achievement	<ul style="list-style-type: none"> Ka Hikitia informs the vision Kia Eke Panuku Ministry partnership - Culturally Responsive and Relational Pedagogy Key strategies and actions are implemented to accelerate Māori Achievement Cycle of review and self-improvement in place Respond to monitoring and evaluation of Te Whānau o Aronui 	TIS, DUR, RIR MAN SLT
Literacy/ Numeracy	<ul style="list-style-type: none"> Analysis of Literacy / Numeracy results. Focus on Numeracy, in MAA, literacy in VLP Support intervention course of cross curricular Numeracy via integrated studies in yr 10 Use data effectively of junior Literacy levels across curriculum areas Numeracy / Literacy Tutors/Achievement support and Academic Tutors to identify, support, and aid boys at risk - Provide appropriate intervention 	GLB, MIT, GAV GAV GLB, MIT, GAV
Academic Excellence	<ul style="list-style-type: none"> Analyse NCEA and Scholarship Results to inform future planning Discuss with Curriculum Committee the future of assessment, review of senior curriculum, and digital learning Departments review results data and formulate a strategies for improvement Report to students three times a year on credits-to-date Gold Group - continue with G & T students Excellence Assemblies Respond to monitoring and evaluation of the Accelerate Programme 	MAN GLB MAN AAG
Priority Learners - Special Needs	<p>Transition successfully all new Year 9 students who are operating at Level 1 and Level 2 of the NZ Curriculum into Tauranga Boys' College</p> <p>Gather accurate data on the students social, emotional, academic and behavioural needs from the contributing schools, parents and any agencies involved.</p> <p>Inclusiveness:</p> <ul style="list-style-type: none"> Continue with the "Passport to TBC" Year 8 Transitional Group of anxious young men Get Special Needs students involved in as much of the wider school programmes as possible. Provide an appropriate learning programme to meet the students' needs. All ORRs funded students have Individual Education Plans All other Special Needs students have a planned academic pathway mapped out Aim for all Special Needs students to attain Supported Living Certificate during their time at the college Over a 2/3 year period, NCEA Level 1 is worked towards ORRS funded students have work experience opportunities whilst at school. <p>ASD Students -</p> <ul style="list-style-type: none"> to provide a safe respite class for students with ASD To have a place for ASD students to meet at interval and lunchtime To work closely with parents/caregivers of ASD students To adapt ASD Students Programmes to allow them to manage their challenging environment 	EBB STR STR BKR EBB/WLB STU

2. PROFESSIONAL LEARNING	OUTLINE	RESPONSIBLE
e-Learning	<ul style="list-style-type: none"> - Grow understanding of e-Learning to support implementation of BYOD and blended learning - Provide opportunities for lead teachers to share best practice - Empower teachers to integrate technology in learning programmes 	GLB
Culturally Responsive and Relational Pedagogy	<ul style="list-style-type: none"> - Professional Learning continues with a focus on building, developing, and embedding Culturally Responsive and Relational Pedagogy - Teacher Observation Tool and shadow coaching implemented - Key actions will promote, support and enhance Māori identity, language and culture - Ka Hikitia and Taataiako documents inform planning - Review and implement findings as required. 	AST's JON TIS



3. CULTURE	OUTLINE	RESPONSIBLE
A Turangawaewae	<ul style="list-style-type: none"> - Review student engagement / staff survey - identify strengths and areas to develop. - Continue to refine House Competition to increase participation, relevance and engagement. - Strengthen Form Teacher relationships with students. - Promote involvement in co-curricular activities. Review provision of different sports to meet changing needs of students. - Provide rituals and traditions to strengthen sense of belonging/sense of place. - Continue to strengthen Old Boys Association ties with the College - Focus on transitioning boys into college to grow sense of belonging. - Target Year 13s to grow responsibility in leadership across the school and increased connection to the college - 	<p>MAR MAN</p> <p>MAN,SLT,TIS</p> <p>MAN, LES, HAH</p>
Pursuit of Excellence	<ul style="list-style-type: none"> - Promote the pursuit of excellence in all areas of endeavour - Academic / Sports / Culture / Service / Leadership / Behaviour - Ensure achievement of excellence is rewarded, recognised and modelled in a variety of forums - Grow desire in boys to achieve potential and seek improvement. - 	<p>M A N , B Y D , PAG, SLT</p>
Growing Good Men in a Supportive and Orderly Environment	<ul style="list-style-type: none"> - Build on the PB4L values of Respect via assemblies, Form time and incorporate into the classroom - Regularly promote the "Respect Code" in all forums of the school - Focus on the values of a 'Good Man' every six months. - Teach the boys what it is to be a good man and how good men behave via assemblies and classroom as to our expected behaviors - Continue to enhance teacher/student relationships within the classroom and via House and Co-curricular activities - All staff role modeling the traits of a good person and respect. - Maintain a very strong and professional Pastoral Care and Student Management System . - Recognise students who consistently demonstrate good behavior with a particular focus on junior students who attend regularly and have no pastoral entries, via assembly and morning teas. - Incorporate "values" education into form time, led by senior students - Values Booklet - Send home congratulatory "Goodman" postcards identifying positive behaviour of students. - Have Year 13s role model and demonstrate the traits of a 'good man' in the playground and Form Classes - Give Prefects a presence in Assemblies, the playground and community to show leadership 	<p>STU WAT MAN</p>
Communication & Collaboration	<ul style="list-style-type: none"> • Review communication strategy to stakeholders and community then develop quality communication strategy according to review, including - electronic communication - website / social media - reporting on student progress / achievement across all areas of endeavour. • Aim to further electronic links to increase engagement and information flow to parents / whanau / family / community. • Strengthen opportunity for engagement and consultation to strengthen relationships / collaboration. • Strengthen Tauranga Peninsula Community of Learning collaboration to grow capacity of the CoL. • 	<p>MAN HAH TIS</p>
Recognise and reward achievement of excellence in all areas using a variety of methods:	<p>Provide opportunities for engagement and consultation with parents / whanau / family and stakeholders in our community to strengthen relationships.</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Year 9 Meet the Teacher Evening - Year 9 Maori Parents Evening - Accelerate Parents Evening - Year 11 and Year 12 Form Teacher / Parent / Son Academic Coaching Interviews - Class Teacher Report Evenings - Titans and Arts Parents Evenings - Aronui Whanau Evenings - Open Evening for Year 8 Boys <p>Ensure information on website is accurate, comprehensive and current and promote to parents as source of information.</p> <p>Ensure staff communicate in a timely manner.</p> <p>Review through consultation of parents / caregivers / community over communication strategies</p> <ul style="list-style-type: none"> - Principal's Newsletter, Sports, Arts and Maori Newsletters - College, Sport, Arts, International, Website - Email - Parent Evenings - Communication from Academic Departments, Sport and Arts - Continue to consult with various network of learning communities, local iwi, contributing schools, tertiary institutions-BOP Polytechnic, University of Waikato/Auckland, Priority One, industry links - Maintain communication and consultation with our community on values and be responsive to whanau/parents/students on the future direction of the College in order to meet the needs of our boys. - Maintain strong links with community agencies that support our students and families 	<p>MAN STU TIS, GLB COO</p> <p>BYD, PAG TKO, SYM</p> <p>HAH</p> <p>MAN TIS GLB</p>

4. RESOURCES	OUTLINE	RESPONSIBLE
Staff	<ul style="list-style-type: none"> • Ensure robust process for appointment of new staff, including thorough check of references and referees and background check to confirm suitability of candidate. • Ensure quality induction process for new staff and quality support for Provisionally Registered Teachers to gain full registration. • Review and modify induction and PRT programme according to identified needs. • Grow capacity of existing staff through quality school-wide professional learning programmes and resource opportunities for external professional learning as required. • Ensure staff feel valued and supported in a variety of ways (i.e. staff travel award). 	MAN JON JON GLB, TIS MAN
Property/ Buildings	<p>Engage with MoE to ensure timely response to roll growth pressure.</p> <ul style="list-style-type: none"> - plan new teaching block - replace temporary classrooms <p>Finalise plans for Multi-Purpose Facility / Squash Development.</p> <p>Further planning with MoE re Building Improvement Programme</p> <ul style="list-style-type: none"> - for staffroom, Library and Humanities Block - begin remediation. - plan remediation of Administration / Maths Block <p>Continue upgrade of school's security system.</p> <p>Plan to ensure provision of specialist teaching spaces, i.e. Technology, Vocational Courses, Music.</p>	BoT Property Committee MAN, STU, WIK
ICT	<ul style="list-style-type: none"> - Review use of laptops vs Ipads and make recommendations. - Ensure support structures for introduction of BYOD class and school-wide are in place. 	GLB, MAN CAR
Funding Strategy	<ul style="list-style-type: none"> - Work with Business Development Manager to further develop Funding Strategy. - Present to BoT for approval and begin implementation. - Work with Old Boys' Executive to drive Funding Strategy. - Grow 'Better than Before' Gifting Programme across community. - Strengthen links with Acorn Trust and establish Endowment Programme. - Review collection of school donation, subject fees and develop strategy to improve level of payment. - Review International Students Strategic Plan / make recommendations. 	MAN, HAU, LES ROF
Co-Curricular	<ul style="list-style-type: none"> - Review delivery of Sport and Arts at the College resourcing. - Develop strategy as a result of this review for delivery - Ensure staff involved are acknowledged in appropriate manner - Continue Multi-Purpose Project development. - Investigate development of further facilities to enhance delivery of co-curricular programme. 	MAN, BYD, PAG