Annual Targets   2017

1.1	**Student Learning - Academic Achievement of All Boys**
1.2	**Student Learning - Academic Achievement of Maori Boys**
1.3	**Student Learning - Academic Achievement of Pasifika Boys**
1.4	**Student Learning - Academic Achievement of Priority Learners**
1.5	**Student Learning - Academic Excellence**
1.6	**Student Learning - Attendance / Engagement**

2017 TARGET 1.1 - STUDENT LEARNING - Academic Achievement of all Boys TARGET: To raise the level of achievement for boys in NCEA

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When

Level 1 Pass rates:
2016 - 78.7%
2015 - 80.2%
2014 - 77.8%
2013 - 73.9%
2012 - 74.4%
2011 – 72.7
 	
Level 1 Literacy
2016 - 90.0%
2015 - 94.5%
2014 - 91.2%
2013 - 92%
Level 1 Numeracy
2016 - 88.1%
2015 - 90.9%
2014 - 90.2%
2013 - 82%
 	
Level 2 Pass Rates
2016 - 78.3%
2015 - 80.8%
2014 - 74.8%
2013 - 73.2%
2012 - 77.3%
2011 - 75.4
 	
Level 3 Pass Rates
2016 - 79.6%
2015 - 65.5%
2014 - 69.5%
2013 - 65.1%
2012 - 63.1%
2011 - 60.5
 	
U.E Pass Rates:
2016 - 59.6%
2015 - 51.6%
2014 - 51.7%
2013 - 59.2%
2012 - 58.9%
2011 - 57%
 	
*these are Roll-Based statistics. They give us a picture of the whole cohort at each level.
	Level 1 NCEA achievement at or above 80%
	
	Level 1 Literacy achievement at or above 95%
	
	Level 1 Numeracy achievement at or above 90%
	
	Level 2 NCEA achievement at or above 80%
	
	Level 3 NCEA achievement at or above 75%
	
	UE at or above 60%
		Create and promote an environment for students where learning is explored, tailored, measured and reported upon.
		Goals - Articulate goals targeting achievement and success are made a priority with:
		• EXEC/SLT
		• Academic Tutors
		• HOD's – Department reports reflect this focus
		• Staff / Parents/community
		SCHOOL-WIDE LEVEL:
		Academic Coaching Model
		• Interviewing, careers (industry) focus for Yr 11 & Yr 12 students.
		• Parent Evening, Yrs 11 &12.
		• Input of data into KAMAR.
		• Estimated Credits Database, 2 week mandatory reporting of student results from the time the assessment is completed.
		• Data collection and dissemination to relevant groups.
		• Vocational Pathways (VPs). Grow knowledge of Vocational Pathways Form Teachers & Year 12 boys. Incorporate in A.C. interviews with Year 12 Parents. Map subjects on Vocational Pathways - include in Option Selection Booklet. Track Achievement against VPs and update Students.
		Achievement, Retention and Transition (ART) Project
		• Partnership with MOE
		• Identify, track and inform a group of students using a range of interventions where appropriate.
		Trades Academy
		• 14 students in a partnership with TBC & Toi Ohomai
		• Integrated learning programme for literacy and numeracy.
		Establish a RPM Study Centre
		Study Leave not to be granted for at-risk students.
		Tutors available to support students.
		Department Level:
		Department Reporting and Interviewing
		• 3 times a year, including goal setting
		• Dept target setting in mid – year interview, published goals
		• Departmental tutorials
		Academic Tutors:
		• Identification & Assemblies
		• Collate list of ID boys who are at risk of not achieving L1/L2
		   - Estimated Credits Database
		   - Teacher Referral
		• At risk boys fall into the following categories:
		(i) borderline risk - receive a letter/phone call home and interview with tutor/dean
		(ii)Medium risk - phone call home, interview with tutor/significant staff member/family
		(iii)High risk - home visit
		• Term 2/3 Updated Credits to Date information given to students and parents through reports. Last one in Form time beginning of Term 4.
		Subject Teacher
		- Tailoring our focus on Priority Learners using ethnicity button on KAMAR
		- Estimated Credits inputted into KAMAR:
		- Green ticking all A.S. US Entries
		Form Teacher
		- Academic Coaching Relationship building
		- Gifted and Talented
		- Gold Group to raise the number of Scholarships. Raise the number of Excellences.
			Ongoing
			
			Ongoing
			
			Term 1
			Term 2,3
			
			Term 2, 3 & 4.
			
			Terms 1, 3 & 4
			Term 3
			Term 1
			
			Term 2
			
			End of Term 2
			
			End of Term 2
			
			Ongoing
			
			Ongoing
				BOT
				Principal
				EXEC
				HOD
				
				EXEC/SLT/HOD
				
				EXEC
				Deputy Form Teacher
				
				GIL
				GIL/SMI/ELM
				
				Form Teachers
				MEY
				HODs
				
				GIL/GLB/MCF/ELM
				
				GLB/HOD/LAW
				
				Staff
				HOD
					Time
					
					Time
					
					KAMAR
					
					KAMAR
						Message delivered at key forums
						
						Goal outlined at key meetings with appropriate stakeholders
						
						Survey -
						Staff
						Students
						Parents
						HOD
						A.T's Report
						
						Reports and interviews conducted
							BOT
							EXEC
							
							EXEC
							
							EXEC
							Term 4
							
							Ongoing
							TIS/GLB
							
							EXEC
							
							GIL/GLB Terms 1, 3 and 4.
							
							MAN / BOT
							EXEC

2017 TARGET 1.2 - STUDENT LEARNING - Academic Achievement of Maori Boys *TARGET: Ka Hikitia Vision - Māori Enjoying Educational Success As Māori*

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When

Level 1 Pass rates:
2016 - 68.1%
2015 - 65.1%
2014 - 65.5%
2013 - 58.5%
2012 - 53.8%
2011 – 61%
 	
Level 1 Literacy
2016 - 85%
2015 - 91.3%
2014 -81.8%
2013 - 87.5%
2012 - 86.9%
Level 1 Numeracy
2016 - 80.5%
2015 - 81.9%
2014 - 77.3%
2013 - 69.8%
2012 - 71.7%
 	
Level 2 Pass Rates
2016 - 68.9%
2015 - 75.8%
2014 - 59.5%
2013 - 57.6%
2012 - 58.9%
2011 - 57.7%
 	
Level 3 Pass Rates
2016 - 72.9%
2015 - 44.3%
2014 - 61.7%
2013 - 49%
2012 - 57.1%
2011 -48.5%
 	
UE
2016 - 43.8%
2015 - 37.7%
2014 - 26%
2013 - 31%
2012 46.4%
 	
Level 2 & UE better than national comparison, U.E better than Maori Boys nationally.
 	
*these are Roll-Based statistics. They give us a picture of the whole cohort at each level.
	Level 1 NCEA achievement at or above 80%
	
	Level 1 Literacy achievement (roll based) at or above 95%
	
	Level 1 Numeracy achievement (roll based) at or above 90%)
	
	Level 2 NCEA achievement at or above 80%
	
	Level 3 NCEA achievement at or above 75%
	
	UE at or above 60% (Roll Based)
		Culturally Responsive and Relational Pedagogy: To lead, support, develop and embed culturally responsive and relational pedagogy.
		
		• To develop leaders who are leading pedagogical transformation at Tauranga Boys' College.
		• Community of Learning (CoL) Across School Leaders (ASL) lead support and work alongside In School Teachers (IST) to develop capability.
		• Linking to the school wide goal of Effective Teaching.
		• TBC PL focus for 2017
		• FB/FF
		• Shadow Coaching
		• Teaching as Inquiry
		• Regular feedback/feedforward at HoC, SLT, EXEC and staff hui.
		• Provide Professional Learning (PL) support as required e.g attendance at wananga and conference.
		
		School-wide Level: Academic Coaching Model
		
		• Goal-setting and Career focussed Interview with formtecher for Yr 11 & Yr 12 students.
		• Academic Coaching Evening for Yrs 11 &12.
		• Input of data into KAMAR.
		• Printouts from the Estimated Credits Database for form teachers to signal progress to boys doing NCEA.
		• Two week mandatory reporting of student results from the time the assessment is completed.
		• Involvement in the Achievement, Retention and Transition (ART) Project
		
		Academic Tutors:
		
		• Available to support and guide Māori students
		• Positive Reinforcement Letter home to those boys who are on track to achieving L1
		• Collate list of boys who are at risk of not achieving L1/L2
		  - Estimated Credits Database
		  - Teacher Referral
		• At risk boys fall into the following categories:
		  • Borderline risk - receive a letter/phone call home and interview with tutor/dean
		  • Medium risk - phone call home, interview with tutor/significant staff member/family
		  • High risk - home visit
		Term 2/3 Updated Credits to Date information given to students and parents through reports. Last one in Form time beginning of Term 4.
			Throughout 2017
			
			Term 1
			
			Term 1
			
			End of Term 2
			
			Term 2
			
			Term 2
				EXEC,JON, HUL,CRO
				
				EXEC
				
				STU,EXEC
				
				TIS,GIL
				
				TIS,Tutors
				
				TIS,SMH
				
				TIS,SMH
					TRDs for PL days
					
					Support from former KEP facilitators
					
					Non-contact for coaches (teacher observations and shadow coaching as required)
					
					Venue / Time
					
					Administration support
					
					SMS/time/ Office staff support
					
					Home visits resource personnel
						TBC 2017 PL model implemented
						
						School wide goal and Teaching as Inquiry developed in Appraisal process
						
						Printed by GIL pigeon-hole by TIS
						
						Lists collated by Tutors and intervention actioned
						
						Instructions delivered at staff briefings
							BOT/EXEC/SLT
							
							EXEC Term 2
							
							TIS/MAN

Baseline Data		Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
		Educationally Powerful Connections with Māori: To promote whanau connections that fulfil the guiding principles of Ka Hikitia.					

		• Year 9 Māori Parents Evening
		 • Produce Māori Achieving as Māori Newsletter each term.
		 • Mau Rākau Ceremony Year 9,11 and 13
		 • Te Whanau o Aronui Whakawhanautanga Evening
		    • Performance
		    • Ritual (presentation of rākau from Yr 10 to Yr 9s)
		    • Kai
		 • Tu Rangatira Awards Evening
		 • Following in the Footsteps of the Māori Battalion 2018 Tour - planning
		 • Gather evidence relating to whanau attendance at report evening and Academic Coaching evening.
		 • Letter home to parents sharing the schools concern about Maori achievement/attendance.
			Term 1
			
			 Term 1
			
			 Term 4
				DUR
				 DUR,RIR,TIS
				 RIR,TIS
				
				 TIS,DUR
				 DUR
				
				 TIS
					Cost for ph calls
					 Admin Support to make follow-up calls
					 Venue / SMS data
					 Catering / Admin Time
					 Koha- Kaumatua TRDs to setup
					
					 Admin
						Evening is well attended
						 Worthwhile newsletter is produced
						 Ceremony occurs
						 Valuable experience
						
						 Data gathered
						
						 Letters sent
							TIS,EXEC
							
							 BOT
							 EXEC

		Maori Achievement Mentor					
		• Tama Tu, Tama Ora. Identify high achieving Maori students in the Years 9, 10 and 11 and provide opportunities to accelerate these students through to high standards of achievement academically, culturally and in co-curricular • Support Deans/Student Management / with the engagement of Maori students as required. • Mentor identified Y13 Maori students, ensuring they are knowledgeable of NCEA, their final College year aspirations (academic, sporting, cultural, leadership) and future pathways. • Produce Maori Achieving as Maori Newsletter each term. • Guest speakers and tertiary organisations to present to Years 12/13 boys about career planning and future options. • SLT/Staff update of progress to date	Continue from 2016 Term 2	DUR MAN,TIS	Time resources MMA Catering Access to operating resource to fund initiatives SMS	Reporting to MAN/TIS on tasks completed and progress made Time and feedback/ review allocated	MAN,TIS,SLT
		Literacy and Te Reo Māori					
		• Implement Pause, Prompt, Praise reading programme. • Initiate a strategy hui with Te Whanau o Aronui mo te Reo Ranagtira and develop a strategy with actions.	2017	MLB,TIS RIR,TIS	Programme costs Kai	Programme Implemented and Māori boys enrolled Strategy formed	TIS,EXEC TIS,EXEC

Advancing Maori Achievement 1.2 continued …Specific Initiatives to be guided by the College's involvement in the Ministry Initiative - Kia Eke Panuku

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported
NCEA data Developing data capability and capacity	Achieving NCEA targets To develop data literacy capacity at TBC: - Collating - Interpreting and understanding - Analyzing - Setting targets and interventions - Review	Continue to develop Data Literacy Capability with support from Achievement, Retention and Transition (ART) Project - Partnership with MOE - Identify, track and support at risk group of Maori students at L1 - L3 - Interventions put in place to support achievement - T3 Achievement Support - Study leave to complete NCEA Courses and relevant new learning opportunities - Explore and provide opportunities to meet NCEA targets, e.g. JV with other providers, through Academy - Development of Level 2 and Level 3 courses to meet the needs and aspirations of boys **Trades Academy** - boys enrolled in partnership course with Toi Ohomai Integrated learning programme for literacy and numeracy. **Academic Coaching Model** - refined use of data to inform students and families of progress and 'at risk' of not achieving.	Ongoing	EXEC/SLT/ HOD's/Tutors	School/MOE/ Time GIL	Boys identified and collated. Increased data literacy skills, expertise and capacity at TBC Interventions in place and followed through Course delivered Delivered	MAN DIS GLB/GIL/DIS
2015 and 2016 Professional Learning Programme Rongohia te Hau Observations Engagement Survey Student Voice AREA Data	To lead, support and develop Culturally Responsive and Relational Pedagogy	See Community of Learning Strategic Plan Coaching Team with SCLT will lead and support Culturally Responsive (CP) and Relational Pedagogy (RP) through lesson observations and Shadow Coaching, linking to School-wide Goal - Effective Teaching, School PL, Teaching Inquiry and Appraisal.' Upskill Coaching Team - Teacher observations - Shadow Coaching - OTL Conversations	2017	DIS	TRD's costs for attendance at Wananga and Conference Non-Contact for coaches (teacher observations and shadow coaching)	PL delivered Staff Survey and review Teacher observations and shadow coaching in place. Shifts in teaching practice observed. Student feedback /voice / surveys and improvements in achievement	BOT EXEC SLT HOD
Some knowledge and understanding of Ka Hikitia - Accelerating Success Document	To develop an understanding and knowledge of key Ministry documents in advancing Maori educational success and links to school goals/targets	COL Support and expertise to deliver a PL Session with identified TBC staff on Ka Hikitia. Align key strategies and actions to Advance Maori Achievement at TBC to Ka Hikitia - vision, guiding principles and focus areas. **Mau Rakau Ceremon**y - see Maori Achievement Mentor Plan Following the 'Footsteps of the Maori Battalion 2018 Tour' - planning	2017 2017 2017/2018	DIS/MAN/ GLB/TIS DIS / DUR	Teacher release costs for attendance at Wananga and Conference	Greater knowledge and understanding of Ka Hikitia documents	BOT EXEC SLT HOD BOT

2017 TARGET 1.3 - STUDENT LEARNING - Academic Achievement of Pasifika Students *TARGET: To raise the level of achievement of Pasifika boys in NCEA*

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
Level 1 Pass rates: 2016 - 36.4% 2015 - 76.5% 2014 - 42.9% 2013 - 57.1% 2012 - 50% 2011 - 83.3% **Level 1 Literacy** 2016 - 90.9% 2015 - 91.3% 2014 - 81.8% 2013 - 87.5% 2012 - 86.9% **Level 1 Numeracy** 2016 - 63.6% 2015 - 80.2% 2014 - 77.3% 2013 - 69.8% 2012 - 71.7% **Level 2 Pass Rates** 2016 - 68.4% 2015 - 41.7% 2014 - 60.0% 2013 - 57.1% 2012 - 75% 2011 - 77.8% **Level 3 Pass Rates** 2016 - 81.8% 2015 - 42.9% 2014 - 66.7% 2013 - 50% 2012 - 57.1% 2011 - 0% **UE** 2016 - 45.5% 2015 - 28.6% 2014 - 50.0% 2013 - 62.5% 2012 - 57.1% 2011 - 50% *these are Roll-Based statistics. They give us a picture of the whole cohort at each level.	Level 1 NCEA achievement at or above 80% (Roll Based) Level 1 Literacy achievement (roll based) at or above 95% Level 1 Numeracy achievement (roll based) at or above 90% Level 2 NCEA achievement at or above 80% (Roll Based) Level 3 NCEA achievement at or above 75% (Roll Based) UE at or above 60% (Roll Based)	Continue to support the Pasifika Tutor established in 2016: • Align to the Academic Tutor Group in the College so they can get a perspective of the wider school. • Continue to grow community links - engage PICTT (Pacific Island Community Trust Tauranga) who come in regularly and run sessions with the boys and help Pasifika boys in need. • Continue to involve the BOT School Systems • Improve communication to parents and Pasifika Community (fono) or newsletter each term outlining success • Follow up attendance issues. Pasifika Tutor • Meetings with Pasifika boys stressing the need to be better than before • Pasifika Parents Evening • Pasifika Celebration Weekend • Term 2/ 3 Academic Coaching using Education Plans with Years 11 and 12 Pasifika boys • Establish a mailing list to be able to communicate effectively to the TBC Pasifika community. • Pasifika Rise • Pasifika Sevens Team Subject Teacher • Tailoring our focus on Pasifika using ethnicity button on KAMAR • Staff meeting /briefing focusing on "how well do I know my boys?" • Implement a Pacific Studies T3 option for Yr 11-13 which will focus on Music, Performance and Pasifika research. • investigate Pasifika boys being able to deliver speeches in Samoan or Tongan. Form Teachers • Form teacher to contact home about important upcoming events - report evenings / Pasifika parent hui Prepare a Pasifika Education Plan to outline strategy to advance achievement of Pasifika students.	All Year Term 2 and 3 - school van costs and volunteers time Term 3 IKY WRN	WRN ZAN Mrs Taula Academic Tutors WRN - Pasifika Tutor	Text Messaging cost Attendance at Professional Learning Opportunities	Numbers in the school that engage with the Group. Parent Feedback Academic Achievement in NCEA	WRN GLB MAN SLT EXEC

2017 TARGET 1.4 - STUDENT LEARNING - Academic Achievement of Priority Learners / Special Needs   *TARGET: To raise the level of achievement of Priority Learners*

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When

	Transition
	To transition successfully all new Year 9 students who are operating at Level 1 or 2 on the NZ Curriculum into the college
	
	Inclusiveness
	To involve all Special Needs students (Level 1 and 2 of NZC) in the wider life of the College Community, to develop a sense of belonging to the school.
	
	Programme Planning
	All ORRS funded students have at least 2 IEPs and meetings each year
	
	Non ORRS funded Special Needs Students have academic coaching plan in place
	
	Achievement
	All Senior Special Needs students work towards achieving Supported Living Certificate or L1 NCEA over 2/3 year period
	
	Senior Special Needs students have access to work opportunities in the community.
	
	ASD Students (Room 49)
	A modified programme is available for ASD students to cope within our school environment.
		- To gather detailed information from Contributing Schools on the individual student
		- Interview :-
		  - current teacher
		  - parents
		  - student
		  - Outside Agencies
		- Set up visits to Tauranga Boys' College prior to school starting
		- Identify the learning programme and relevant T/A support needed
		- Involve students in the Lunchtime Club
		- Parent/Teacher Meetings in first six weeks of Term 1
		- Involve students in Year 9 Camp
		Where appropriate (identified by student/parent and key staff), encourage the student to take part in all aspects of the wider aspects of school life:
		- attend all school assemblies
		- Being involved in House competitions (Sports Day, Work Day, Foodbank)
		- Going on camp with other classes
		- Attend Option Classes with Teacher Aide support
		- Join a college team
		- Acknowledgement of achievements in assembly
		- Newsletters
		- School Magazine
		- Being a member of a Vertical Form Class
		- All ORRS funded students connected up with a Prefect
		- Students have responsibilities at suchool - Bike Monitors / Assembly Monitors / Workshop Helper.
		- Special Needs staff run and implement IEP for all ORRS funded students
		- Special Needs Department / Students have responsibility for running the Foodbank Appeal at school.
		- Special Needs students participate in local and regional Special Olympic Events.
		
		- Special Needs Staff and Form Teachers complete Academic Coaching plans for Non ORRS funded students
		
		- Appropriate programs for Special Needs students are available
		- Teacher Aides are available to support learning
		- Special Needs Senior Students attend and participate in mainstream option classes - supported.
		- Increase use of Technology with the students.
		
		Room 49 is set up as a place of respite for students who struggle with multiple changes of teachers/rooms: get over stimulated by a lot of noise: don't cope with change: are highly anxious:
		Modified programmes are established for all students to help them cope. The room is a safe 'respite area' at lunchtime and interval.
		Families and students are fully involved in the programme development.
		Guidance Counsellors Mr Ebbett & MsWallaceBoyd are involved with each student.
			Term 4 of previous year
			
			Term 1
			
			All Year
			
			Throughout the year
				STU
				Guidance
				Tutors
				STR/FAH
				
				School Management
				STR/FAH
				
				STR
				FAH
				STU
				
				EBB
				WLB
					Time for visits and interviews
					
					Teacher Aide Support
					
					Teacher Aide Hours
					
					Time
					Teacher Aide hours
						Student feedback on first 6 weeks of Term
						
						Parent Feedback form
						
						Review of individual programmes
						
						Student Parent Feedback
						Teacher Aide Feedback
						Credits gained
						Wider life of the school involvement
						Student Portfolios.
							MAN / STU

2017 TARGET 1.5 - STUDENT LEARNING - Academic Excellence   *TARGET: To raise the level of Merit & Excellence Endorsement Achievement*

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
NCEA Endorsement EXCELLENCE **Level 1** 2016 - 17.5% 2015 - 6.8% 2014 - 5.8% 2013 - 6.7 % **Level 2** 2016 - 6.2% 2015 - 5.1% 2014 - 6.0% 2013 - 4.5 % **Level 3** 2016 - 6.5% 2015 - 5.6% 2014 - 4.3% 2013 - 5.1 % **EXCELLENCE & MERIT** **Level 1** 2016 - 2015 - 46.7% **Level 2** 2016 - 2015 - 46.3% **Level 3** 2016 - 2015 - 36.8% **SCHOLARSHIPS** 2016 - 21 2015 - 28 2014 - 32 2013 - 42	Increase the percentage of students achieving Excellence endorsement in all NCEA Levels at or better than the national average for Decile 4-7 boys

Combined Excellence & Merit Endorsements at or above 50% for each level.

Target 35 Scholarships | HOD Curriculum Meetings targetting interventions

Academic Tutor to interview all Year 13 Accelerate Students

September Scholarship mock exams

Gold Group - Academic elite and competition

University and Scholarship Specialist Classes | Term 1

Term 1

All Year

All Year

All Year | GLB

COO

GIL/GLB

JON / COO

Staff | HOC Committee SLT Accelerate Tutor

ICT / Cows Financial

Mentors

Timetabled classes | Outcomes 2017 Excellence Outcomes Student Feedback

Scholarship Success in 2017 Number of Scholarships | MAN Term 3

COO Term 3

GLB

BOT/ Community |

TARGET 1.6 - STUDENT LEARNING - Attendance / Engagement   *TARGET:* **To improve attendance rates and engagement of all students**

Baseline Data	2017 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
Attendance rates historically 2016 - 87.7% 2015 - 86.6% 2014 - 88.7% 2013 - 89.4% 2012 - 85% 2011 - 84.8% Improvement of 2.9% over five years. **Truancy Rates** 2016 - 6.6% 2015 - 4.9% 2014 - 5.0% 2013 - 4.5% 2012 - 5.2% 2011 - 7.1% Improvement of .5% over five years **Maori Attendance Rates historically:** 2016 - 82.6% 2015 - 81.5% 2014 - 83.7% 2013 - 85.7% 2012 - 79.8% 2011 - 77.9% An improvement of 4.7% over five years **Maori Truancy Rates** 2016 - 10.8% 2015 - 8,!% 2014 - 7.9% 2013 - 6.7% 2012 - 8.1% 2011 - 11.3% Improvement of .5% over five years **Pasifika Attendance** 2016 - 85.4% 2015 - 85.6% 2014 - 86.4% 2013 - 87.2% 2012 - 84.9% **Pasifika Truancy** 2016 - 9.1% 2015 - 6.7% 2014 - 8.2% 2013 - 5.7% 2012 - 6.9%	Attendance Target: School-wide Attendance Target is at or above 91% Truancy Target: School-wide unexplained target for 2017 is less than 4% or better Attendance Target for Maori is at or above 87% Truancy Target for Maori Students is less than 4% Attendance Target for Pasifika Students is 90% Truancy Target for Pasifika students is less than 4%	Increase Awareness: • Newsletters - Parent Portal • Assemblies - Expectations • Attendance Portal - KAMAR • Staff Meetings - % Rates per month School Systems: Academic Coaching with Senior Students so they see the direct importance of being at school: • HOW - Follow up weekly on staff • Nikki - Mark roll for relievers • All Staff - Trips away entered • Form Teachers - follow up on absences Absentee Follow Up: • Text messaging / Parent meetings • Letters home / Home visits • TAG follow up - Inter Agency Group • Police - Home visits • CYFs referral • Rock On - Police, CYF's MoE • Truancy Officer - Home visits • Deputy Form Teacher an addition to Form Classes • BAK (Kai Awhina) engaging Maori families via home visits • DUR Maori Mentor - academic mentoring • Maori Parent /Teacher/Student Evening • Year 9 Maori Parents Evening • Two Pasifika Mentors linking with Pasifika students and families • Local Pasifika Leader linked with the College • Pasifika Rise Programme - Importance of Education - Monday mornings	Weekly Term by Term Annually Analysis of Attendance Data	STU - school roll HOW - staff marking Form Teachers - follow ups Subject Teacher - Marking Attendance Officer - text messaging coordinator Truancy Officer - Home visits CAR - website, Parent Portal DUR - Maori Mentoring BAK - Kai Awhina	Text Messaging cost	Term by Term data review - STU Weekly analysis by: • Attendance Officer - non attendees • HOW - staff marking • STU - roll numbers	MAN BOT MOE • Roll Returns (quarterly) • Audit (annual)