



**National Education Goals / National
Administration Goals**

School Description

VISION

MISSION

GUIDING VALUES

Strategic Plan 2017-2019

- **Key Strategies**
- **Strategic Overview**

**Charter Consultation
Cultural Diversity**

Annual Plan 2017

Tauranga Boys' College Charter

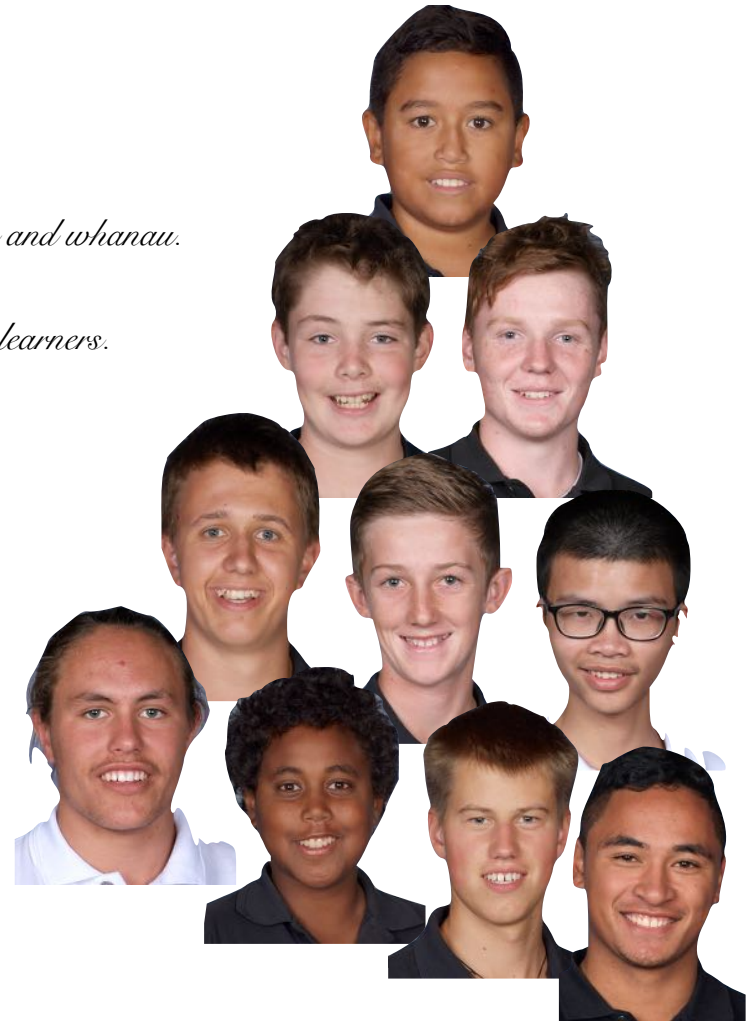
This school charter is an important document for the College and its parents, families and whanau.

It reflects the community's goals and aspirations for the College and its learners.

It outlines how the board intends to improve the progress and achievement for all its learners.

It reflects the government priorities as set out in the NCGs and NAGs.

The Charter details the College's aims, intent and objectives. It determines how the College will meet the needs of all students through welcoming diversity and providing opportunities to learn and achieve in an inclusive, supportive and orderly environment.



The National Education Goals (NEGs)

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

NEG 1 - The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

NEG 2 - Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

NEG 3 - Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

NEG 4 - A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

NEG 5 - A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

NEG 6 - Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

NEG 7 - Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

NEG 8 - Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.

NEG 9 - Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

NEG 10 - Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

The National Administration Guidelines (NAGs)

NAG 1 - Each board of trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in *The New Zealand Curriculum 2007* or *Te Marautanga o Aotearoa*. Each board, through the principal and staff, is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-10 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy, especially in years 1-8;
- iii. giving priority to regular quality physical activity that develops movement skills for all students, especially in years 1-6.

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated; giving priority first to:

- i. student achievement in literacy and numeracy, especially in years 1-8; and then to
- ii. breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of The National Curriculum as expressed in *The New Zealand Curriculum* or *Te Marautanga o Aotearoa*;

(c) on the basis of good quality assessment information, identify students and groups of students:

- i. who are not achieving;
- ii. who are at risk of not achieving;
- iii. who have special needs (including gifted and talented students); and
- iv. aspects of the curriculum which require particular attention;

(d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;

(e) in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students; and

(f) (f) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

The National Administration Guidelines (NAGs)

NAG 2 - Each board of trustees, with the principal and teaching staff, is required to:

(a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for curriculum, National Standards, assessment and staff professional development;

(b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and

(c) report to students and their parents on the achievement of individual students, and to the school's community on the achievement of students as a whole and of groups (identified through NAG 1(c) above) including the achievement of Māori students against the plans and targets referred to in 1(e) above.

NAG 2A - Where a school has students enrolled in years 1-8, the board of trustees, with the principal and teaching staff, is required to use National Standards to:

(a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;

(b) report school-level data on National Standards in the board's annual report under 3 headings

- i. school strengths and identified areas for improvement
- ii. the basis for identifying areas for improvement; and
- iii. planned actions for lifting achievement.

In addition to its inclusion in the board's annual report, the NAG 2A (b) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(c) report in the board's annual report on:

- i. the numbers and proportions of students at, above, below or well below National Standards, including by Māori, Pasifika, gender, and by year level (where this does not breach an individual's privacy); and
- ii. how students are progressing against National Standards as well as how they are achieving. In addition to its inclusion in the board's annual report, the NAG 2A (c) information is required to be provided to the Secretary for Education at the same time as the updated school charter under NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

NAG 3 - According to the legislation on employment and personnel matters, each board of trustees is required in particular to:

(a) develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students; and

(b) be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.

NAG 4 - According to legislation on financial and property matters, each board of trustees is also required in particular to:

(a) allocate funds to reflect the school's priorities as stated in the charter;

(b) monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989; and

(c) comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

NAG 5 - Each board of trustees is also required to:

(a) provide a safe physical and emotional environment for students;

(b) promote healthy food and nutrition for all students; and

(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

NAG 6 - Each board of trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

NAG 7 - Each board of trustees is required to complete an annual update of the school charter for each school it administers, and provide the Secretary for Education with a copy of the updated school charter before 1 March of the relevant year.

NAG 8 - Each board of trustees is required to provide a statement providing an analysis of any variance between the school's performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter at the same time as the updated school charter provided to the Secretary for Education under NAG 7.

School Description

Tauranga Boys' College is a decile 6 state secondary school for boys. Since being first established as a boys' college in 1958, a proud history of excellence in academic, sporting and cultural activities has been created in an inclusive, supportive, orderly and caring environment. The College values a background of tradition, while

providing opportunities for boys to expand their range of skills and abilities. Our old boys' continue to make a substantial contribution to the future of this College and our country. The College curriculum is broad and deep. It is challenging and well defined, with an ethos of academic rigor and improvement for all, as the focal point. A wide

range of modern learning facilities, reflect the diversity of opportunities available to students and community. The fully networked classrooms and spacious grounds offer the opportunity for boys to engage in a wide range of learning experiences, inside and outside of the classroom. Currently the College roll exceeds 1935, with over 170 teaching

and support staff. We are part of the New Zealand Super 8 School's group and regularly compete and co-operate for the benefit of young men. The unifying theme behind all of the College's achievements is synthesized in the words...*Best for Boys*.

Vision:

"Best for Boys" – Tamu Tu Tama Ora

- better than before
- leaders in boys' learning
- a Turangawaewae
- respecting the past in creating the future

Mission:

Better than Before - A school where we are committed to excellence through

- Growing ordinary boys to extraordinary men
- A focus on continuous improvement for all
- High expectations for all
- Lifelong Learning for all
- Competition
- Quality Leadership and Communication

Leaders in Boys' Learning – A school where learning is paramount, through

- Innovative pedagogical and curriculum design for boys
- Quality professional learning
- An inclusive, structured, supportive and orderly learning environment
- Advancing academic achievement for all boys
- A commitment to Maori boys enjoying and achieving educational success as Maori.

A Turangawaewae – A school where I can stand and belong, through –

- Pride in who I am and where I am from, my House and the College
- Fostering relationships that are respectful, supportive and honest
- Declaring and upholding the characteristics of "Good Men"
- A commitment to the Treaty of Waitangi
- Engagement in the life of the College
- Contributing to the community

Respecting the Past in Creating the Future – A school where we uphold the traditions and history of the College, through

- Acknowledging excellence
- Promoting appropriate rites of passage, ceremonies
- Strengthening links with our Old Boys' and wider community
- Ensuring our staff and students are equipped to meet the challenges and opportunities of the future
- Meeting the challenges and opportunities of a fast moving world



Guiding Values:

We are committed to developing good men, through:

- RESPECT for SELF: by being committed, reliable, resilient
- RESPECT for OTHERS: by being trustworthy, generous and empathetic
- RESPECT for SCHOOL: by being loyal
- RESPECT for LEARNING: by being curious, collaborative and connected

Strategic Plan

Strategic Plan	CHARTER	Strategic Plan
MINISTRY National Education Guidelines National Education Goals National Administrative Guidelines Curriculum Statements		BOARD OF TRUSTEES Mission Statement Vision Statement Guiding Values Key Strategic Issues

Background

- Strategic Planning at Tauranga Boys' College has two main phases: preparing for the journey (strategic formulation) and getting down to the action (strategy implementation). Both phases are integrated throughout the year.
- Preparing for the journey is essentially a gathering of information phase through evaluating educational outcomes against regional and national benchmarks, identifying community expectations, encouraging debate, identifying barriers to learning, assessing resources and consulting widely with the College Community.
- Strategic Planning is preceded by the 'preparing for the journey' phase of Strategic Management which culminates in Board of Trustees / Leadership Seminar. Seminar sessions involve self-review, debate, goal setting and prioritising, all of which are designed towards drafting a Strategic Plan for final community consultation before publication.
- Management Planning takes the 'what we want to do' or 'have to do' from the charter and attempts to plot it into a game plan of 'how we will do it' in the form of an annual plan to meet the annual targets that have been set.
- This self-review is ongoing throughout the year once national benchmarks of achievement are available to guide the Targets set in the annual plan. This ongoing self-review is used to inform the strategic planning process.

Key Strategies:

1. Student Learning

Opportunities that meet the diverse needs of all learners:

- providing an environment that challenges and enables students to take responsibility for their own learning
- providing appropriate educational guidance, curriculum pathways and personalised learning
- advancing achievement for all students with a strategic focus on priority learners including Maori and Pasifika students

2. Professional Learning

Professional learning that enhances quality teacher practice:

- ensuring all teachers are committed to a programme of professional learning
- developing a community of learning by promoting inquiry into their teaching practice
- continually evolving the College's professional learning model

3. Culture

An inclusive culture by being better than before:

- pursuing academic excellence.
- upholding a supportive, structured, orderly environment
- growing leadership opportunities and capacity
- celebrating student success
- promoting cocurricular opportunities
- upholding Tikanga and Kawa Maori
- valuing staff
- promoting the values and traits of a "Good Man"
- consulting with parents, whanau and the wider college community
- communicating the Vision, Mission and Values of the College

4. Resources

A well resourced learning environment:

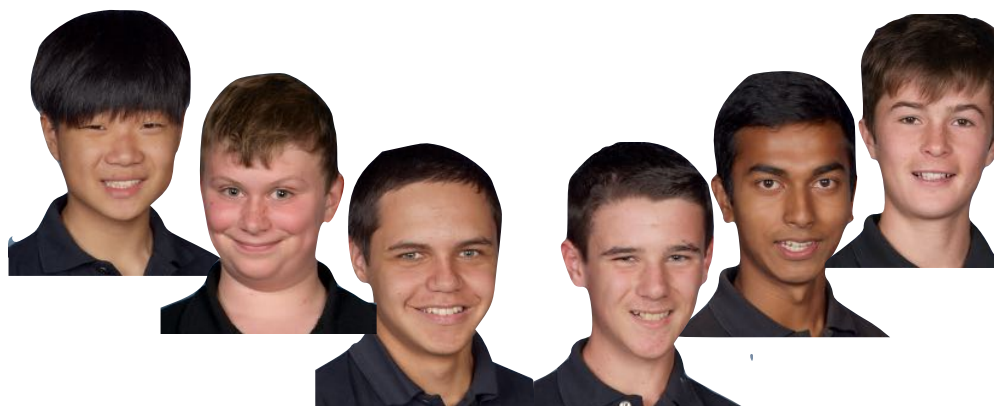
- **acknowledge and invest** in our staff
- reviewing issues impacting on the provision of secondary education and responding strategically
- implementing a coordinated commercial strategy to meet future resourcing needs
- providing ICT resources to meet the needs of the College
- ensuring the Property Development Plan meets future needs



STRATEGIC OVERVIEW FOR TAURANGA BOYS' COLLEGE Note: Aspects of this Charter will change according to circumstance and annual review

Key Strategy 1. STUDENT LEARNING			
	Learning Opportunities that meet the diverse needs of learners		
	2017	2018	2019
Curriculum Pathways CIE	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 - Cross Curricular Studies Programme in junior school - Review senior curriculum suitability to meet the needs the students - Explore alternative timetable models to respond to review for delivery of curriculum in 2018 and beyond.	Evaluate, review, modify Academic Coaching Programme as required. Continue with Achievement Retention & Transition programme (ART) and At Risk of Not Achieving (ARoNA) supported by Achievement- Support Tutor Expand Academies Review the performance of Trades Academy Continue review of Curriculum Pathways for all learners Implement CIE recommendations as per 2017 review Review implementation and performance of Cross Curricular Studies Continue to grow knowledge of Vocational Pathways and use them to guide subject selection.	Evaluate, review, modify Academic Coaching Programme as required. Review ART and ARoNA Programme Review implementation and performance of Integrated Studies Status quo Status quo
Literacy / Numeracy	Results analysis of Literacy / Numeracy Focus on cross curricular numeracy opportunities in integrated studies. Continue to effectively use data on junior literacy and numeracy levels across curriculum areas	Status quo Status quo Review junior literacy	Review and evaluate
Use of Data	Analyse results, identify positive and negative trends, analyse trends and plan in response to need. Status quo Implement changes to Reporting procedures	Link to targets for 2018. Status quo Status quo	Review and evaluate
Advancing Maori Achievement	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.	Review and respond to identified needs.	Review and implement identified strategies
Academic Excellence	- 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	Status quo Status quo Status quo Review and evaluate results	Status quo Review and Evaluate
Priority Learners - Special Needs	Departments review results data and formulate strategies for improvement. - Maintain the systems and structures for the successful transition of all new Special Needs students in TBC (passport club to TBC). - Further enhance Technology into students' programmes - iPads - Expand life skills activities within the programme - Build on the Respite Room (Room 49) for highly anxious, ASD students. - Senior students work to gain Level 1 NCEA over 2 years.	Review and respond to identified needs. Review Room 49 "Respite Room" Review Activity Centre	Review and evaluate
Curriculum Review	Prepare a curriculum that provides learners with the skills needed for the 21st Century. Make recommendations re timetable to enable delivery of curriculum to meet the needs of all boys.	Implement a curriculum that provides learners with the skills needed for the 21st Century	Review and evaluate

Key Strategy	2. PROFESSIONAL LEARNING		
	Professional learning grows teacher capability through personal inquiry to improve pedagogy		
Tactic	2017	2018	2019
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 in learning programmes. - One BYOD class at Year 9 and One BTYOD Class at Year 10 	Continue to grow and develop understanding of e-Learning. Expand BYOD and blended learning programmes. Provide opportunities for all teachers to share best practice Continue to empower teachers to integrate technology in learning programmes. All Year 9 students BYOD - other levels, where appropriate	Expand BYOD and blended learning programmes across all of Year 9 and Year 10 - other levels, where appropriate Provide opportunities for all teachers to share best practice Empower teachers to integrate technology in all learning programmes
Culturally Responsive and Relational Pedagogy	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.	Review and respond as required informed by feedback, surveys and academic and engagement results	Review and evaluate
21st Century Teaching and Learning	<ul style="list-style-type: none"> - Continue to grow an understanding of 21st Century Teaching and Learning. - Explore the pedagogy and professional learning required so teachers can enable learners to have the skills needed in the 21st Century. 	Understanding of 21st Century Teaching and Learning Explore and develop the pedagogy that enables learners to have the skills needed in the 21st Century	Understanding of 21st Century Teaching and Learning Explore, develop, and begin to implement the pedagogy that enables learners to have the skills needed in the 21st Century



Key Strategy	3. CULTURE		
	Provide an inclusive culture by being 'Better than Before'		
	2017	2018	2019
Being 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. 	Review of strategies to enhance sense of belonging and place <ul style="list-style-type: none"> - Focus class structure/activities - House activities programme - Co-curricular opportunities and programme (Sport/Arts) - Recognition of milestones / success - Transition - Student/teacher relationships and connection - Continue to focus on growing Year 13 leadership - 	Review and evaluate, Implement changes as required
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. - 	Review and evaluate levels of achievement of excellence Review and investigate additional strategies to promote the pursuit of excellence and achievement of potential across all areas.	Review and evaluate results. Implement changes as required.
Growing Good Men in a Supportive & Orderly Environment	<ul style="list-style-type: none"> - Build on the "Restorative Practice" Professional Learning Day for Staff - Train up Student Management Team involving Restorative Practice - Maintain our Supportive & Orderly environment whilst further integrating PB4L and Good Men strategies. - Review delivery of programme and implement findings. - Refine values education in form time through review of the Values Booklet. 	Review and evaluate the impact PB4L is having on the culture within the school. Modify where appropriate. Review and evaluate "values" education model. Build on the Restorative Practice" models introduced in 2017.\ Review the Staff Survey "Me and My School" to gauge staff perception and support for Student Management.	Review and evaluate
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. 	Continue to grow and improve electronic communication to community and stakeholders. Continue to consult and collaborate with community to ensure college is responsive to the needs of its community. Strengthen Tauranga Peninsula Community of Learning with local network of schools.	Continue development of communication strategy dependent on the emerging technology. Review and implement changes as required.

Key Strategy	4. RESOURCES		
	Provide a well-resourced learning environment.		
	2017	2018	2019
Staff	<ul style="list-style-type: none"> - Ensure robust process for appointment of new staff. - Ensure quality induction process for new staff and quality support for provisionally registered teachers to gain full registration. - Grow capacity of existing staff through quality, school wide professional learning programme. - Resource opportunities for external professional learning as required to meet identified needs of staff. - Review and modify professional learning programme based on feedback from 2015. - Ensure staff feel valued and supported in a variety of ways. <p>Utilise resources available through Tauranga Peninsula Community of Learning to deliver Professional Learning based on culturally responsive and relational pedagogy.</p>	<p>Continue robust appointment process, quality induction and support for PRTs, new staff.</p> <p>Continue to resource opportunities for external professional learning.</p> <p>Continue to provide quality school wide professional learning programme utilising CoL resources for delivery.</p>	<p>Review and implement changes as required.</p> <p>Provide additional resourcing if required to ensure continual growth in capacity of staff.</p>
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>Continue to expand the use of school facilities to outside users.</p> <p>Plan to ensure provision of specialist teaching spaces, i.e. Technology, Vocational Courses, Music.</p>	<p>Continue in partnership with MoE to provide sufficient teaching spaces to cope with roll growth.</p> <p>Review the 5YA Property Plan and undertake maintenance as scheduled in consultation with MOE. Progress the building of a new classroom block for future roll growth. Build sufficient teaching spaces available to cope with the roll and the potential loss of the relocatable classrooms. Undertake and complete the remediation of the Administration and Maths Block. Plan the remediation of the Arts and Business Studies areas for 2019. Plan Stage 3 of the Technology Block for 2019/2020. Plan the demolition of T5, G1 and G2 in December 2019. Review the 10 YPD and consider redevelopment of Music/Wellness Centre and Hospitality.</p> <p>Build Multi-Purpose Facility.</p>	<p>Continue with building of Specialist Facilities, Classrooms to cope with pressures of roll growth, specialised classrooms to meet demands of curriculum delivery.</p>
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. - Review on-site support and management of ICT infrastructure 	<p>Review BYOD Policy & Procedures and incorporate recommendations.</p> <p>Review budgetary commitment to school devices</p> <p>Incorporate recommendations into Budget and resource</p> <p>Investigate provision of devices for all students to overcome inequity issues for families.</p>	<p>Review and implement changes as required.</p> <p>Implement a lease to cover programme for devices.</p> <p>Ongoing</p> <p>Review ICT funding</p>
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. 	<p>Continue to advance funding strategy and resource appropriately.</p> <p>Continue to grow Old Boys' Association links and membership.</p> <p>Implement recommendations</p>	<p>Review funding strategy and refine and resource accordingly.</p> <p>Review and implement necessary changes.</p> <p>Review strategy</p>
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. 	<ul style="list-style-type: none"> - Review and respond as required to meet growth - Review and respond as required to meet growth. 	<p>Review and implement necessary changes.</p>

CHARTER CONSULTATION

Consultation has occurred with the following groups in accordance with the statement in *Strategic Plan Background* (page 35)

I. Students

The views of students on the strategic direction of the College are gathered from:

- Student surveys held annually on aspects of engagement, inclusion, cultural acceptance, behaviour and involvement in the College.
- Student Representatives of the Board of Trustees who brings a student voice to the planning.
- Form Teachers, College Tutors and Deans who consult with students at all levels (and many parents) on the impact and detail of curriculum delivery and other aspects of school organisation.
- Reports from a range of areas forwarded to the Board of Trustees through the Senior Leadership team.
- Maori-specific, Pasifika-specific, Accelerate Tutors and teachers of students with special needs, consult with students and forward outcomes to the Senior Leadership Team and BoT

II. Parents / Whanau

The views of parents / whanau are gathered from:

- formal monthly meetings such as Board of Trustees, and Te Whanau a Aronui Komiti, Titans Sports and Arts Council that meet with the Principal, Board of Trustees Members and Senior Managers
 - a Te Atakura Tutor who provides a specific communication and consultation link for Maori whanau
 - a kaumatua with Ngaiterangi and Ngati Ranginui iwi affiliations have Board of Trustee status and are recognised as having governance, advice and consultative roles for the college in meeting student and whanau needs
 - Parent surveys held regularly to review and evaluate parent evenings as they occur, then modification made based on feedback.
 - more generally the college parents, whanau and the wider community are consulted through regular newsletters (paper and electronic).
- During the year this link is used to provide parents with the opportunity to respond to particular issues and topics, one of which is the Strategic Plan.

III. Teachers

- Teachers are surveyed regularly on aspects of the College, both cultural and organizational using Google Docs, NZCER Workplace Survey, or similar tools. Feedback and evaluation is sought at the end of teachers involvement in programmes, induction, PRTs etc.
- Consultation during development of the Strategic Plan / Annual Plan and setting of Annual Targets.
- The Academic Advisory Group, Faculty Heads, meet regularly to enable consultation in strategic/curriculum matters facilitating discussion with all teaching staff.

CULTURAL DIVERSITY AND INCLUSION PROVISIONS

Tauranga Boys' College is committed to upholding the provisions of the Treaty of Waitangi, to acknowledge the unique position of Maori as tangata whenua, and to respect the especial qualities of all cultures represented in the student body. It seeks to provide an inclusive and supportive environment where all boys are encouraged to have pride in who they are and to recognise and value cultural diversity. The College caters for students seeking instruction in tikanga Maori and te reo Maori through the provision of Te Whanau a Aronui, a whanau unit that is an integral part of the school. Te reo Maori is also offered as a language to all students and aspects of tikanga are included in curriculum. In addition Whaikario and Bone Carving are offered to all boys from Y9 to Y13, as well as Pasifika studies from Y11 to Y13. The existence of a fully-carved college marae, the teaching of the school haka to all students, and an inter-form level haka competition, underlines the importance of Maori culture in the school. In addition, all Year 9 students are welcomed to the College by a powhiri and haka and Te Whanau o Aronui as part of Social Studies to grow their understanding and connection to our College Marae. The recent addition of Maori Carving to the main entrance and the GYYT Foyer and bilingual signage is further progress towards acknowledging our responsibility to uphold the provisions of the Treaty of Waitangi.

From 2015 all Year 9 boys who identify as Maori have taken Te Reo as an option in their first year at the College. This continues in 2017.

The existence of an International Department provides for links with a number of other world cultures, especially those of China, Korea, Japan and Germany. These students are integrated into form classes, mainstream classes, and houses, and participate in the full life of the College and often share aspects of their culture within classes, at both full school and house assemblies.

Students from accelerate classes and specialist learning needs class are integrated into Form Class and Houses, taking full part in the life of the College.

Documents and Programmes that inform our practice

Ka Hikitia

The Ministry of Education Document *Ka Hikitia – Managing for Success: The Maori Education Strategy 2008 – 2012* provided Tauranga Boys' College with a framework for a targeted focus on key areas. *Ka Hikitia* identifies four critical areas of focus. How things will change within the four focus areas is dependent upon using *levers* that evidence shows will be most effective to bring about change. Young people engaged in learning is the critical focus for secondary schools.

Ka Hikitia - Accelerating success 2013-2017 is a recent addition to this strategy and guided us in continuing and modifying an action plan informed by these documents. The two outcomes of the primary and secondary education section of this document is for "All Maori" student to have strong literacy, numeracy and language skills and for Maori students to achieve at least NCEA Level 2 or an equivalent education.

This strategy is the Government's Maori Education Strategy and builds on previous success aiming to significantly lift Maori education

achievement from early learning through to tertiary education and employment. More recently, "**Taataiako** Cultural Competencies for teachers of Maori learners" has been used to guide the planning of our strategy. This document is about teachers' relationships and engagement with Maori learners and with their whanau and iwi. Designed for teachers it is being used to support their work to personalize learning for and with Maori learners, to ensure they enjoy education success as Maori and grow their cultural competency. These competencies have been linked to the Registered Teacher Criteria and the development of our Effective Teacher Profile.

<http://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitia2009PartOne.pdf>



KIA EKE PANUKU 2014 - 2016

Tauranga Boys' College was part of this programme since its inception in 2014. This draws together the expertise of three institutions, the University of Auckland, the University of Waikato and Te Whare Wananga o Awanuiarangi, and wove together the learning from three successful professional development programmes that include Starpath, Te Kotahitanga and He Kakano.

The goal of KEP was that secondary school leaders and teachers will further strengthen their knowledge, skills, relationships and capability to develop, embed and sustain what works for Maori students within classrooms, across leadership and school-wide projects, including governance and with their communities.

A key focus of this programme was on developing culturally Responsive and Relational Pedagogy.

"Raising Student Achievement through Targeted Actions" ERO December 2015

This ERO Report describes how effective leaders and teachers set targets and accelerate progress. It reinforces the importance for schools to identify the specific needs of individual students and to build a plan to raise student achievement for all. It has been used to review and inform our academic coaching programme and the initiatives we are using to accelerate achievement of priority learners, Maori, Pasifika, Special Needs and those identified as at risk.

<http://www.ero.govt.nz/publications/raising-student-achievement-through-targeted-actions/>

"Educationally Powerful Connections with Parents and Whanau" ERO Nov 2015

This ERO Report describes how schools have worked with parents and Whanau to respond to students at risk of under-achievement. It is used to inform our practice in this area, engaging with our parents and Whanau to accelerate and support progress and improve achievement. ERO found that educationally powerful connections and relationships between teachers, parents and Whanau are components of an effective response to under-achievement.

<http://www.ero.govt.nz/publications/educationally-powerful-connections-with-parents-and-whanau/>

"Success for All - Every School, Every Child"

This document is the Government's vision for a fully inclusive education system and promotes the achievement, participation and presence of children with special needs in every mainstream school. At Tauranga Boys' College we are using this document to guide our practice to ensure we are inclusive, improve our special education system and support to meet the diverse needs of all students.

<http://www.ero.govt.nz/publications/inclusive-practices-for-students-with-special-education-needs-in-schools/>

Pasifika Education Plan 2013 - 2017

This document is aimed at raising Pasifika learners' participation, engagement and achievement. A key focus is on Pasifika learners gaining NCEA qualifications and this influences our practice of working to raise the academic achievement of this small number of priority learners at the College.

<http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/>

"Positive Behaviour for Learning - Schoolwide"

Tauranga Boys' College has been part of this programme for six years and continues to

promote and reinforce a supportive and orderly school culture where positive behaviour and learning can thrive. All students in the College are expected to demonstrate 'Respect' - respect for self, respect for others, respect for the school and respect for learning.

The College has clear expectations and utilises a consistent approach to discipline through student management systems that allow for students to be held accountable for negative behavior and be acknowledged where possible for demonstrating and upholding these positive values. The collection and use of data is an important aspect. This drives practice and is a key component in ensuring consistency and appropriate responses.

A recent development in 2017 is the further inclusion of restorative practice into the College as part of the PB4L programme.

<http://pb4l.tki.org.nz/>

ART - Achievement, Retention & Transition 2013-2017

Tauranga Boys' College is part of this Ministry initiative focussed on the Public Sector target of 85% of school leavers attaining NCEA Level 2. This detailed programme uses tracking to support our Academic Coaching Programme. We have been asked to present our Academic Coaching Programme to other schools in MOE professional learning days. We have been recommended by other schools by the MOE as a

College that has a good system of tracing student performance.

This process tracking has been strengthened with the appointment of an Achievement Support Tutor to focus specifically on raising the achievement of Year 11 and Year 12 students identified as 'at risk'.

<http://www.youthguarantee.net.nz/achievement-retention-transitions/>

Tauranga Peninsula Community of Learning [CoL]



Tauranga Boys' became a member of the Tauranga Peninsula Community of Learning in 2016. See [attached](#) Strategic Plan.