

Principal's Annual Report - 2018



"Best for Boys

*by being better than before
by being leaders in boys' learning
by being a Turangawaewae
by respecting the past in creating the future"*

With a roll of over 2000 boys at the start of the year, the College is at its largest ever. Along with this growth in number is an increasing diversity of students.

Diversity, whilst being a strength, provides even more need for us to ensure our culture is inclusive and supportive of all whilst also ensuring it meets the needs of boys for structure and order.

Our Respect Code underpins our culture, reinforced constantly to our boys through our assemblies, role models and interactions. Our co-curricular programme provides another vehicle through which we can engage, influence and shape the boys of the College, providing opportunities for them to participate, experience a sense of team, a collective belonging and success whilst we grow them into good men.



At the time of writing this report we are only able to report on the last year, 2017 NCEA results, as students have yet to complete NCEA external exams for 2018, hence my comments relate to the results detailed in the following report.

I am pleased to report that as a College we have maintained or improved across the main academic measures with our results in NCEA.

Our achievement rate at Level 1 was 74.8%, whilst the 2016 achievement rate was 78.7% and our five year average is 78.7%. The overall 2017 figures for all students nationally was 73.3% and for boys nationally was 68.8%. So our student performance at Level 1 continues to be very positive. When compared with national indicators, our achievement at Level 1 is better than national comparisons.

The Level 2 achievement rate was 88.6%, the highest ever for Tauranga Boys' College, above the government target of 85% for 18 year olds. The 2016 achievement rate was 74.8% and the five year average is 70.5%. The overall national figure is 78.5% and overall boys nationally is 75.6%. Our 2017 student performance at Level 2 is significantly above all national comparisons.

Our 2017 achievement rate at Level 3 was 65.2%. In 2016 the achievement rate was an historic high of 82.6%. Our five year average is 69.6%. The 2017 overall national figure was

65.8% and boys' nationally was 60.90%. Although lower than previous years, they still compare favourably against all students nationally, all boys nationally, and boys in decile 4-7 schools.

The College can be proud of the 24 Scholarships and 2 Outstanding Scholarships achieved in the national scholarship examinations in 2017 with seventeen students gaining awards across eleven subjects. In Scholarship we were once again the best school in the entire Bay of Plenty. We also acknowledge our boys' success in university papers later in the evening, with details available in this booklet.

In summary, the major highlight of our 2017 academic results has been in NCEA Level 2. This is a level we have targeted specifically, with this qualification viewed as essential for all students to succeed in our New Zealand Society, to access tertiary, career and workforce opportunities. The figure of 88.6% is significantly higher than the 2016 figure of 79.8% and our five year average of 79.5%. It is a result of a number of interventions over recent years: academic coaching, creation of an education plan, feedback to students on achievement of credits regularly, identification and tracking of at-risk students and support for these students. All results reported are roll-based meaning the percentage of achievement of those students on the roll on July 1st, not participation-based as are often reported in the

media which are based on those eligible for the qualification through their course of study.

In 2012, in my speech at the same ceremony, I highlighted a key strategy "...in 2013 a key focus will be on raising the achievement of our Māori boys across the school". I am very proud to highlight and report five years on the outstanding results of our Māori boys of 94.3% achieving NCEA Level 2. Of 87 Māori boys on our roll studying NCEA Level 2, only 5 did not achieve the qualification. Some of those are likely to have left school prior to completing the 2017 school year. In analysing these results it is difficult to identify any one reason but rather a cumulative effect of a number of deliberate acts of intervention raising the academic achievement of our Māori boys. Central to this has been a growing awareness of the need to be culturally responsive in our teaching practice in the classroom and school-wide, to celebrate Māori culture and identity along with growing our relational pedagogy so all students within the school have their culture affirmed and valued. Our involvement in programmes addressing this has assisted us to be more inclusive in our practice, initially He Kākano - growing culturally responsive leadership, then Kia Eke Panuku - focused on culturally responsive and relational pedagogy. More recently, with Tauranga Boys' College joining the Tauranga Peninsular Kahui Ako or Community of Learning, the programme has been delivered utilising the expertise of Poutamu Pounamu.

The resource provided by our membership of Kahui Ako through Within School Teachers from Tauranga Boys' College who have led professional learning groups of teachers, supported by Across School Teachers from Kahui Ako. Utilising a baseline of Tauranga Boys' College Effective Teacher Profile based on the Registered Teacher Criteria we have grown the culturally responsive and relational practice of our staff.

Aligned with this have been a number of other deliberate acts, too numerous to list in this annual report, affirming Māori culture and identity. Some of these have been the appointment of a Māori Achievement Mentor, greater engagement with Iwi and whanau, Year 9 Parents Evening, recognition of achievement of our Māori boys with our Tu Rangatira Awards Evening, our Year 9 Rakau Ceremony, Tamu Tu Leadership and overseas tours, House portraits and pou on key buildings in the school, teaching staff involvement in powhiri, haka and Tauranga Moana hikoi, specific career development, Literacy and Mentoring Programmes and a responsive curriculum.

A personal highlight for me this year was the opportunity to travel overseas on the Tama Tu Trip with thirty-four of our young Māori boys, three staff members and parents. We followed in the footsteps of the Pioneers in the First World War through Belgium and France, then the 28th Māori Battalion in World War Two, through Italy, Greece and Crete.

I was privileged to share with the boys a very spiritual experience visiting cemeteries of relatives and countrymen who had served their country, many making the ultimate sacrifice to enable us to enjoy the freedom we do today. The significance of this trip to those involved is hard to quantify in terms of personal development and leadership, but the result of the development of the young men who experienced a similar Tama Tu trip in 2015 is clearly evident amongst the many student leaders in 2018, five of whom are in our cohort of Prefects and most notably that of our Head Prefect, Anaru Palmer.

The obvious challenge for us, as a College with 26% of our over 2000 boys identifying themselves as Maori, and increasing cultural diversity amongst our students, is to ensure Maori continue to realise their potential along with affirming the culture of all our boys for the benefit of the communities and society we live in.

In last year's Annual Report and Prizegiving Speech, I outlined an inquiry process we had been involved in throughout 2017, the challenge for Tauranga Boys' College to evolve a curriculum and model of delivery to develop and equip our leavers with the foundational knowledge and skills, the qualities of good men and competencies to succeed and contribute in the future world. The emerging themes were:

1. Assessment continued to drive delivery of curriculum, especially in the senior school with a focus on quantity not quality
2. Over-assessment - most students undertook far more assessments than needed to gain their qualification
3. Option choice in the senior school was too limiting, narrowing future career choices
4. Limitation of the timetable to meet the needs of students
5. Lack of a structure to enable cross-curricular collaboration
6. Inconsistency of bell times
7. Value in greater exposure of students in the junior school to a wider breadth of subjects across academic, vocational and creative domains.

As a result of this inquiry signalled in 2017, we have implemented a new timetable aimed at addressing some of these issues. After review this year we will continue to operate this model in 2019, then continue to review again before deciding on the model for 2020. Ultimately we aim to address the issues listed above along with creating an opportunity for collaboration and provide for deeper learning, through double periods incorporated into each option line. Students now have a longer period of time for research, inquiry, experimentation, or project work. Alongside this is the review of NCEA presently being undertaken by the government, the need to be cognisant of the findings of the review, changes to the delivery of the curriculum and subsequent assessment.

Another consideration is the development of digital assessment with NZQA presently trialling this and a clear message that implementation will be occurring at a variety of levels and subject areas with online assessment from 2020.

In response to an identified need, in 2019 we will grow our secondary tertiary partnership programmes. As our senior school has grown significantly in size a large number of our boys see vocations as intended pathways rather than university, so we want to enhance the pathway for them into tertiary study. For a number of years we have operated a very successful Vocational Industries Programme (VIP) with a small number of our boys.

The Secondary Tertiary Partnership Programme (STP) will incorporate the best of the VIP Programme aiming to provide opportunities for students who see a vocation as an intended pathway. The focus will be on developing the 'whole' student in gaining the traits and characteristics of good men with NCEA success and credits gained as a by-product of this development. The boys will spend one day a week at Toi Ohomai studying in an area of interest - construction, engineering, automotive, hospitality, and be together as a class for three option lines during four days of the school week with a core teacher. This teacher will provide programme of work that best prepares the learner for future study, apprenticeships or employment. They will be able to access three additional options of interest and relevance to their career development and have targeted workplace

experience. This development is an example of being responsive to the needs of our boys to provide a curriculum to prepare them for their future. We will continue to focus on maximising the academic potential of all of our boys, mindful that the pathways to success vary widely, acknowledging our responsibility to strive to enhance the development and meet the needs of all our boys. The foundation of knowledge and skills is built on by growing in our boys the qualities of good men - respect, generosity, loyalty, resilience, commitment, honesty, along with the competencies of critical thinking, communication, creativity, collaboration and cultural understanding.

This year we acknowledge sixty years of boys' education: a milestone in the life of the College, which was celebrated over Labour Weekend. The 60th Jubilee was an opportunity for us to engage with our community, to welcome Old Boys back to the College and to tell our story. It is important to acknowledge those who have contributed to the development of the College and the contribution they have made. Those who have served as Governors of the College, more recently Boards of Trustees, Principals and Senior Leaders, Classroom Teachers and Non-Teaching Staff, who have all made a contribution to create Tauranga Boys' College of 2018. My thanks on behalf of the wider Tauranga Community to you all, past and present. I believe the quality of education provided at the College is as good as any other school in the country, whether state, integrated or independent. This claim has been evidenced by the achievement we recognise throughout the year.

The 60th Jubilee Year is also an opportunity to consider 'why a boys' only school in this day and age'. It will be reassuring to parents and boys of the College to have 'boys' only schools' affirmed by recent academic research, with an awareness of some of the facts regarding gender differences and trends in achievement. Until the mid-1970s, males outperformed females, then in 1980 young women achieved parity. From then on young women steadily increased their lead in qualifications attained until in the 21st Century young women gained 2/3rds of all university degrees, whilst young men make up for 2/3rds of all youth suicides.

A newly-released independent report by Dr Michael Johnston, Faculty of Education at Victoria University of Wellington, compares the performance of young men in Years 11 to 13 at single-sex schools with those of co-educational schools. It clearly shows that over the period from 2013 to 2015 young men from single-sex boys' schools gained NCEA qualifications, University Entrance and New Zealand Scholarship passes in greater proportion than their counterparts at co-educational schools (supporting the findings of statistics from 2010-2012). The report was completed for the Association of Boys' Schools of NZ and data illustrates there is a clear nationwide trend for young men who are in boys' single-sex schools to achieve better academic results in all deciles and also significantly, across ethnicities, including NZ European, Asian, Māori and Pasifika.

The study looked at boys' qualifications in terms of numbers attaining University Entrance, NCEA Level 2 equivalent as well as those who left school without a qualification.

In all three years (Years 11, 12 and 13) the median percentages of NZQA qualification and UE attainment were higher for single-sex schools than for co-educational, while median

percentages of students learning with no qualifications were significantly lower.

UE, Level 2 and no qualifications

Comparison of median percentages of male school leavers at boys' and co-educational schools attaining University Entrance, a minimum of a Level 2 qualification and no qualification.

The report also shows there is a clear advantage for students of single-sex schools across all decile groups in gaining school leaving qualifications.

In 2016 the trend continues with UE rates across boys' schools 48%. For boys in co-ed it was 21% down 9% since 2013. The requirement for UE has become more rigorous but whereas in boys' schools it has largely remained consistent, it has gone backwards for boys in co-educational schools quite significantly.

VISION FOR OUR BOYS



Also, in 2016, 91% of boys in boys' schools left with Level 2, the best ever compared to 77% for boys in co-educational schools and only 3% of school leavers in boys' schools have no qualification whilst still 9% in co-ed schools.

These results clearly vindicate the existence of single-sex boys' schools, although in our present political climate it is unlikely we will see any established even as special character or integrated schools.

Qualification	Year	Boys' schools (n = 49)	Co-Educational Schools (n = 448)
University Entrance	2013	47	30
	2014	49	25
	2015	48	28
At least NCEA Level 2 (or equivalent)	2013	85	73
	2014	90	77
	2015	90	78
No qualification	2013	6	13
	2014	4	11
	2015	3	10

The findings beg the question "what is it about boys' schools that creates this difference in the results for academic achievement?" In order to identify the characteristics, the Association of Boys' Schools of New Zealand (ABS NZ) is collaborating with The Centre for Innovation, Research, Creativity & Leadership in Education (CIRCLE) on a significant piece of longitudinal research in the area of becoming a great boys' school. Stretching over two years - mid-year 2017 to mid-year 2019, involving over 30 ABS NZ schools including Tauranga Boys' College, the research project aims to significantly deepen and broaden our understanding of a framework for excellence in boys' education. CIRCLE is generating substantially more data at the global level to develop and articulate this framework and to document best practices in boys' schools across New Zealand. Some of you in our parent community may recall contributing to this research.

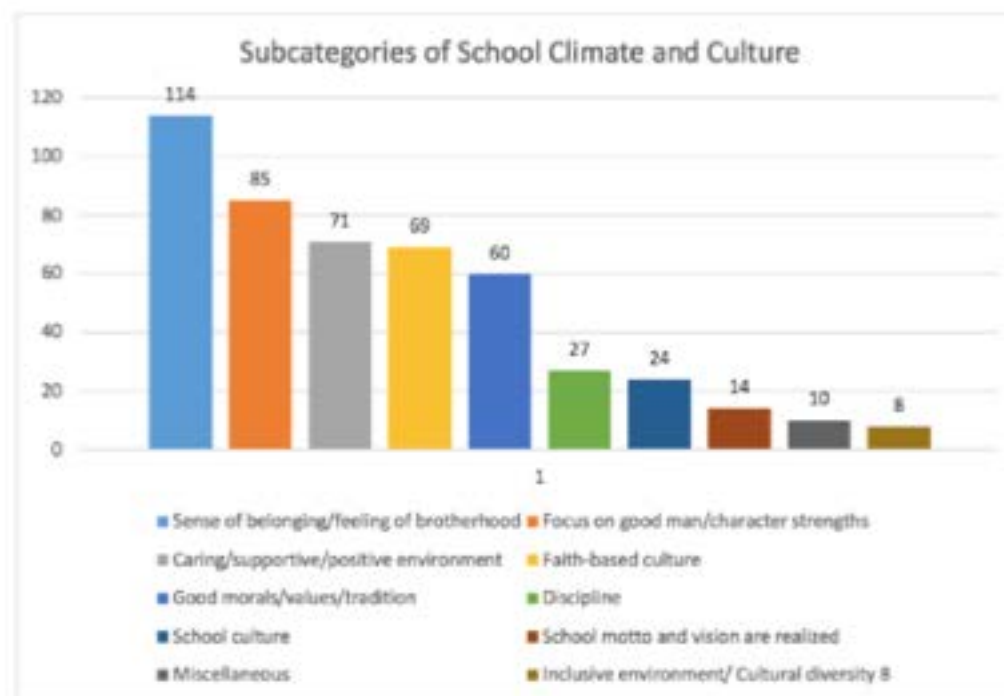
The context of boys' education in New Zealand provides a unique lens by which standards of educational excellence might be framed and examined, particularly in six key areas by which the culture of a great boys' school might be assessed in depth:

- student care and character
- learning culture across curriculum
- student leadership culture
- design and delivery of student programmes and pathways
- promotion of student voice, diversity and identity
- innovation and future readiness

From the preliminary research, and clearer understanding of the standard of what good performance looks like, how schools can move towards it, if they are still developing their practice and how they can exceed it by developing a culture of high performance, has emerged. From a cluster of higher performing schools six categories indicating high performance were derived:

- school climate and culture and student learning experience being the most positive indicators
- educational programmes
- strategies and systems
- teacher effectiveness
- professionalism of staff - rated as positives but less significant

CLUSTER OF HIGHER PERFORMING SCHOOLS POSITIVE COMMENTS - CULTURE

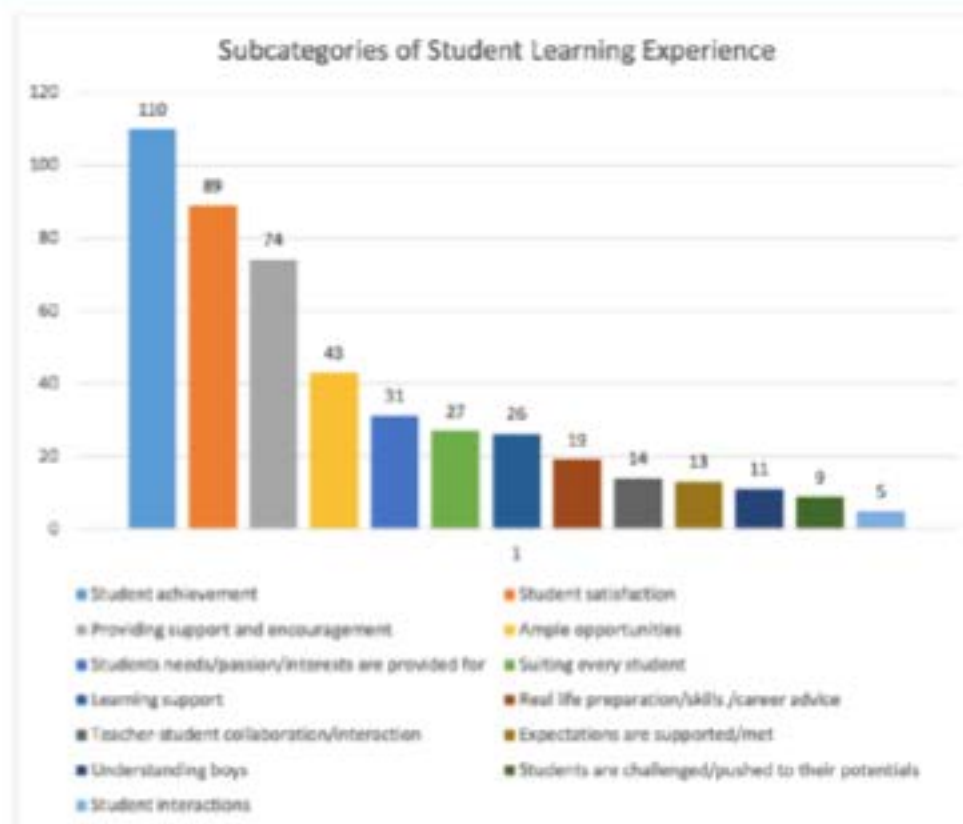


Breaking down the sub-category of school climate and culture shows that a sense of belonging/feeling of brotherhood, and focus on good man/character strengths as most significant aspects:

Whilst the sub-category of student learning experience reveals: student achievement and student satisfaction along with providing support and encouragement as the most significant aspects.

Whilst this research continued and at this stage is incomplete, a theory has been proposed of a high performance culture in boys' schools. In the survey comments so far are accounts or narratives about aspiration, brotherhood and pathways to success as a 'whole man'; a culture of high challenge and support, and of belonging and brotherhood ... fosters the pursuit of excellence amongst boys, holds them to educational purpose and keeps them in the groove while in a related way the student learning experience is defined by the positive way in which boys travel along their educational pathway and interact with the programme, teachers and their peers. These may just be the ingredients of the "secret source" of high performance culture in a boys' school, the things that motivate and engage boys in their learning ... (2018. www.circle.education)

CLUSTER OF HIGHER PERFORMING SCHOOLS POSITIVE COMMENTS – STUDENT LEARNING EXPERIENCE



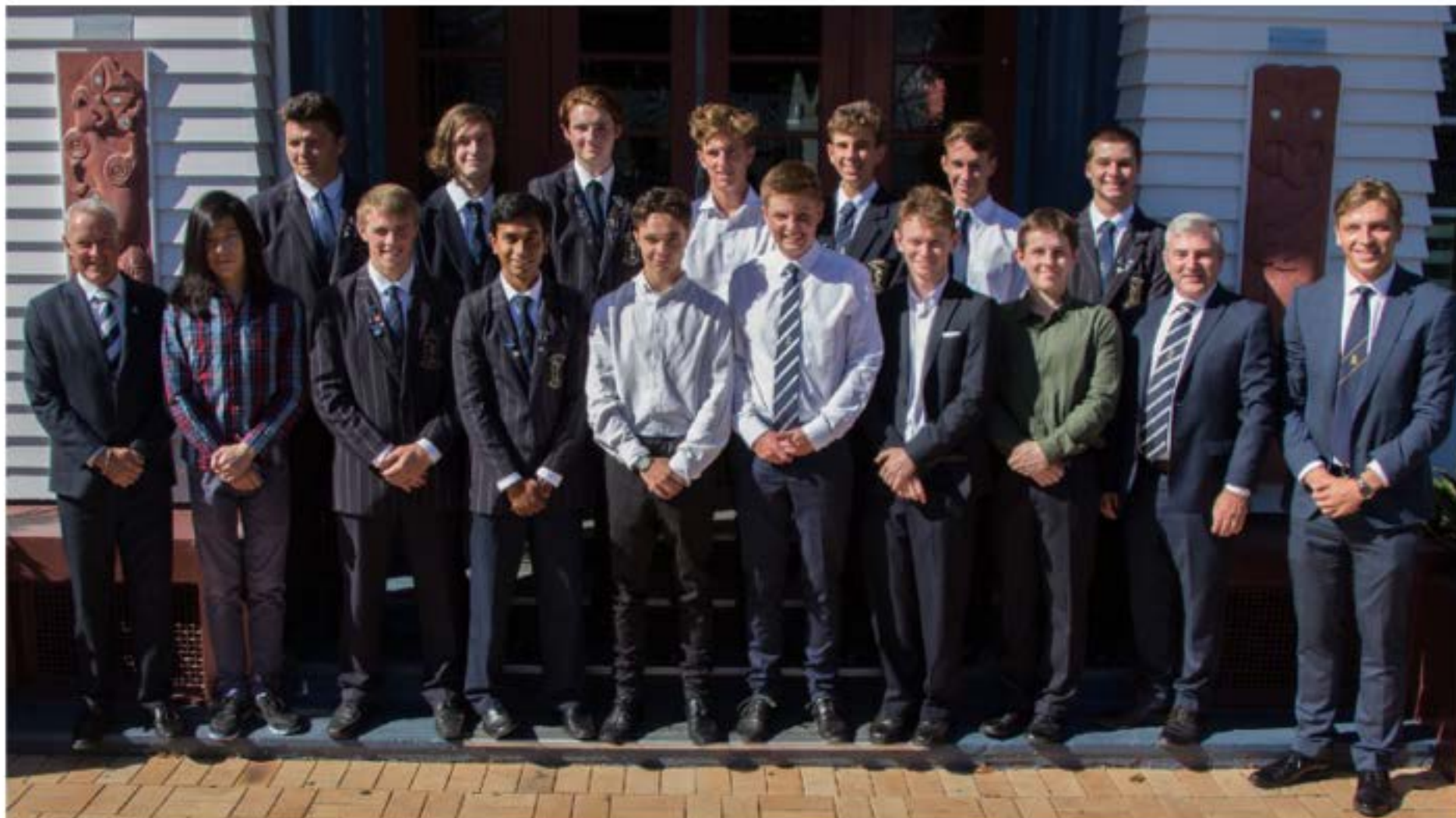
I remind you of our Vision and Mission Statement:

- **by being a Turangawaewae**
- **by respecting the past in creating the future**

and ask you to consider how these encapsulate this high performance culture identified through the preliminary findings of the CIRCLE research. I look forward to sharing further research findings at this event next year.

In our 61st year as a boys' school we will continue to build on our strengths -

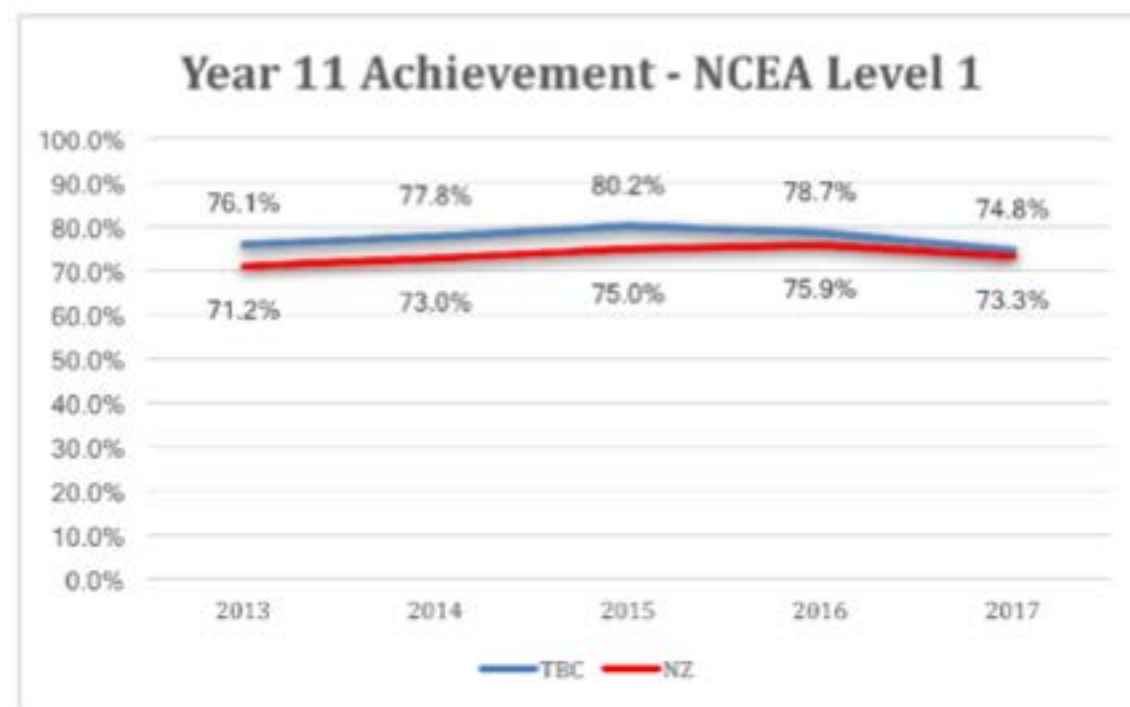
- to be "best for boys -**
- by being better than before**
- by being leaders in boys' learning".**



NATIONAL QUALIFICATION RESULTS

A. NCEA LEVEL ONE

The 2017 achievement rate for Year 11s at Level One was 74.8%. The 2016 TBC achievement rate was 78.7%. Our five-year average is 77.5%. The overall 2017 figures for all students nationally is 73.3% and for boys nationally is 68.8%.



Our student performance at Level 1 continues to be very positive. Our boys' achievement at Level 1 remains consistently higher than the rest of the country.

Year 11 Students

12.5% of our Year 11 boys gained NCEA Level 1 Endorsed with EXCELLENCE: more than double the rate from just two years ago (5.2%) and the preceding two years (4.9% and 5.2% respectively). We will continue to focus on raising the endorsement rate – i.e 'quality' over 'quantity'.

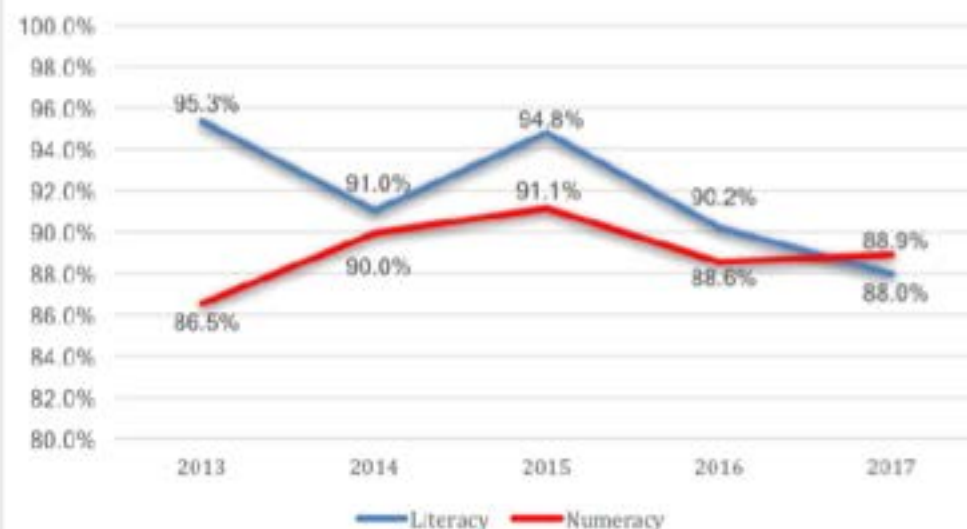
10 Accelerate students

In 2017, accelerate students had the number of NCEA Level 1 credits reduced so that it was not possible to gain the qualification. They continued to gain Cambridge ICSGE Global Perspectives instead. 2017 is the last year offering Cambridge ICSGE Global Perspectives.

NCEA Level 1 Achievement of Year 11 Students 2017



TBC - Level 1 Literacy and Numeracy



NCEA Level 1 as a qualification

The value of NCEA Level 1 as a qualification in the modern world is questionable. With 16 as the minimum school leaving age, NCEA Level 2 is, by default, the minimum leaver's qualification. Several schools have dropped NCEA Level 1. I understand the Minister of Education is reviewing NCEA Level 1. I recommend that we wait for the outcome of that review before making changes at Tauranga Boys' College.

B. LITERACY AND NUMERACY

National and Ethnic Comparisons

Level 1 Literacy and Numeracy qualifications continue to demonstrate high achievement rates both within the school and nationally, and even higher when compared to boys nationally.

C. NCEA LEVEL TWO

The 2017 Level 2 achievement rate was 88.6%. The 2016 TBC achievement rate was 79.8%. TBC's five-year average is 79.5%. The overall national figure is 78.5% and overall boys nationally is 75.6%.

2017 Year 12 student performance at Level 2 is an historic high for Tauranga Boys' College and sits significantly above all other measures.

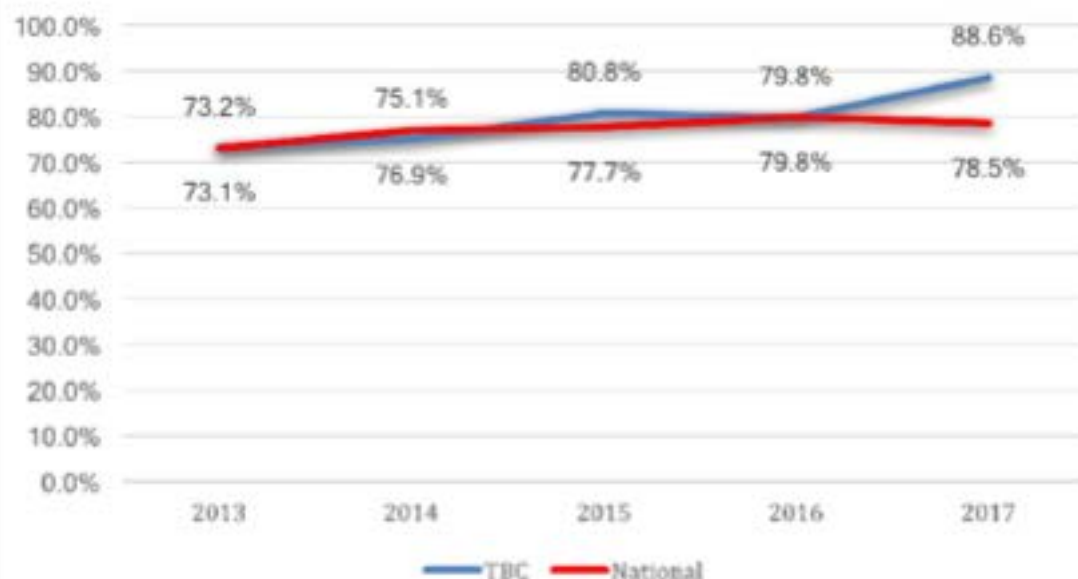


	TBC		NATIONAL	
	L1 Literacy	L1 Numeracy	L1 Literacy	L1 Numeracy
All Students	88.0	88.9	87.8	86.5
NZ Māori	81.6	81.6	83.5	80.5
NZ European	92.5	93.9	92.0	90.8
Pasifika	60.0	50.0	93.7	91.4
Asian	100	100	100	100

Year 11 Accelerate Students – 40 Year 11 students gained NCEA Level Two; 12 were endorsed with EXCELLENCE; and 20 endorsed with MERIT.

Year 12 Students – 200 students gained NCEA Level Two; 31 were endorsed with EXCELLENCE; and 94 endorsed with MERIT.

Year 12 Achievement - NCEA Level 2



D. NCEA LEVEL 3

The 2017 achievement rate was 65.2%. In 2016 the TBC achievement rate was 82.6%, TBC's five-year average is 69.6%. The 2017 overall national figure was 65.8% and boys nationally was 60.9%.

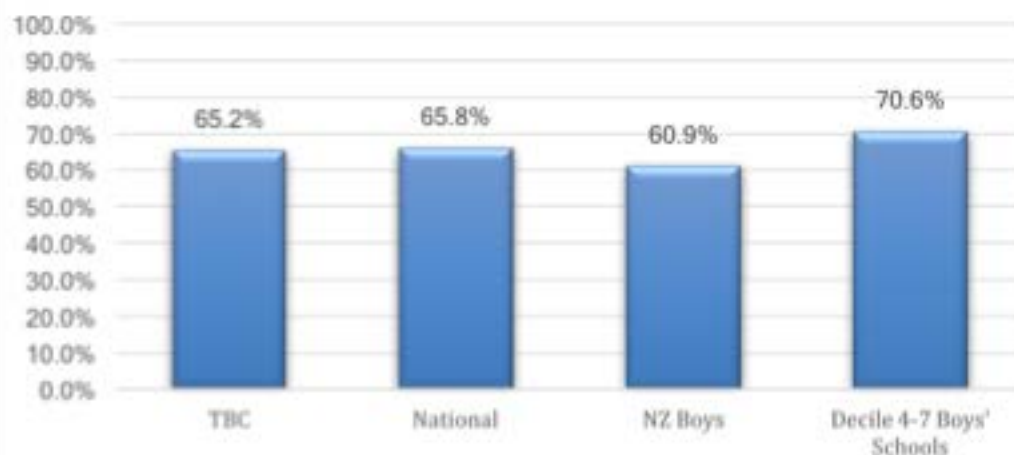
As a cohort, the 2016's Year 13s achieved an historic Level 3 achievement rate (82.6%). This year the figure has dropped back to be on a par with all Year 13s in New Zealand.

Year 12 Accelerate Students

24 Year 12 students gained NCEA Level 3; 7 were endorsed with EXCELLENCE; and 14 endorsed with MERIT.



NCEA Level 3 Achievement of Year 13 Students 2017



Year 13 students* – 9 gained L3 Endorsed with EXCELLENCE

** Most of our Year 13 Accelerate students take university papers, and do not do many, if any, NCEA subjects.*

E. CENTURIONS (100% credits, with at least 60 credits gained)

Year 10 - 1 Centurions
Year 11 - 80 Centurions
Year 12 - 65 Centurions
Year 13 - 47 Centurions

F. UNIVERSITY ENTRANCE

The achievement rate was 48%. In 2016 the TBC achievement rate was 61.1%, TBC 5-year average 56.5%. The overall national figure is 48% and boys nationally is only 41.6%.

The pass rate of Year 13 students gaining UE (107 students) has dropped significantly. It does not take into account the 26 Year 12 boys who also gained UE in 2017.

To gain UE a student is required to gain L3 NCEA, plus at least 14 credits in each of 3 approved subjects, plus UE literacy, plus L1 numeracy. TBC continues to outperform boys, overall.



Year 13 Achievement - NCEA Level 3



UE Achievement

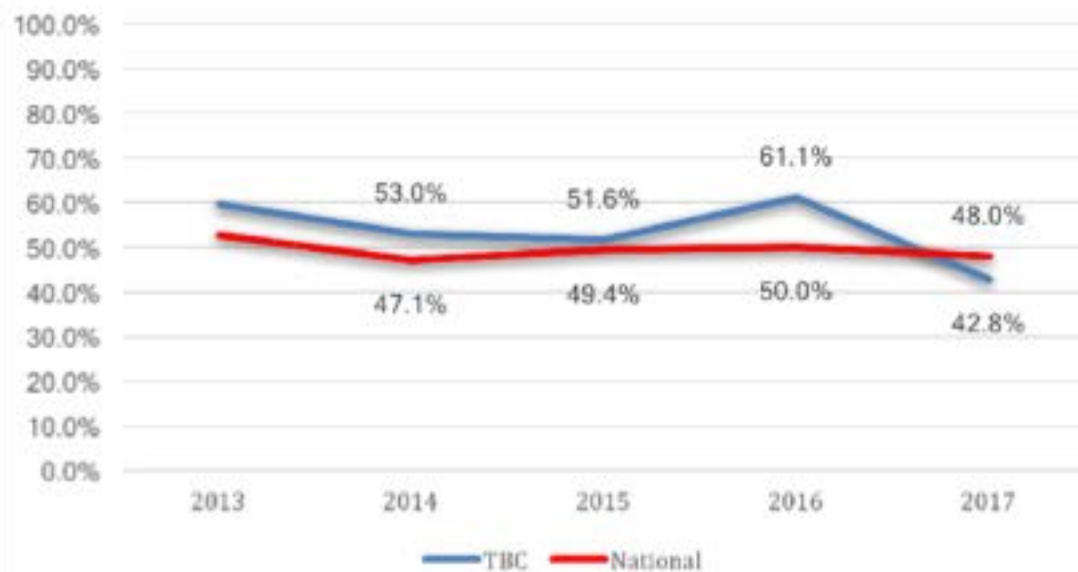
Year 13 Students 2017



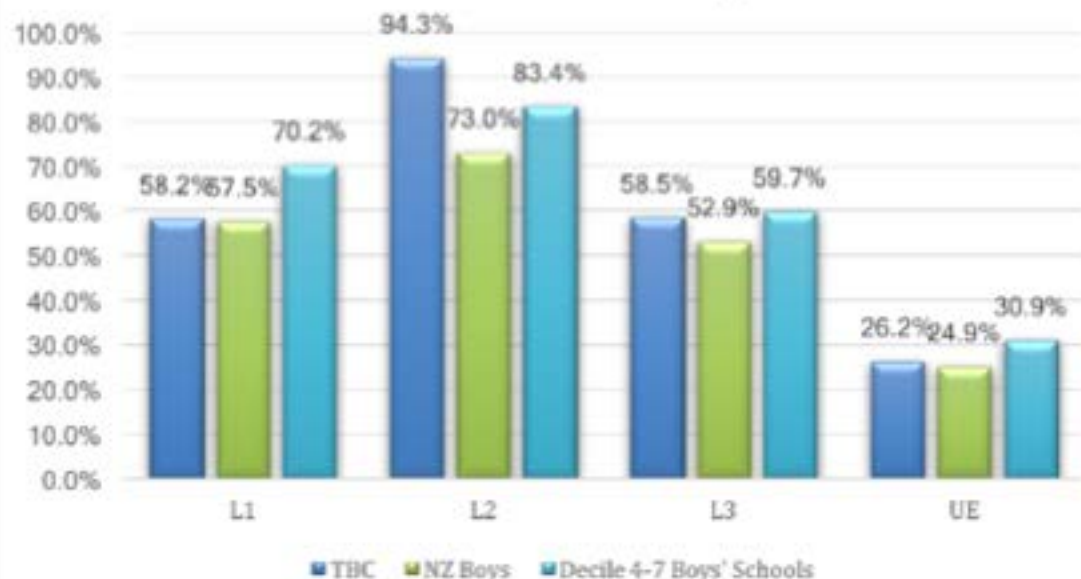
G. LOCAL COMPARISONS

At the time of compiling this report, NZQA has not made other schools' individual data available.

University Entrance



2017 National Māori Comparisons



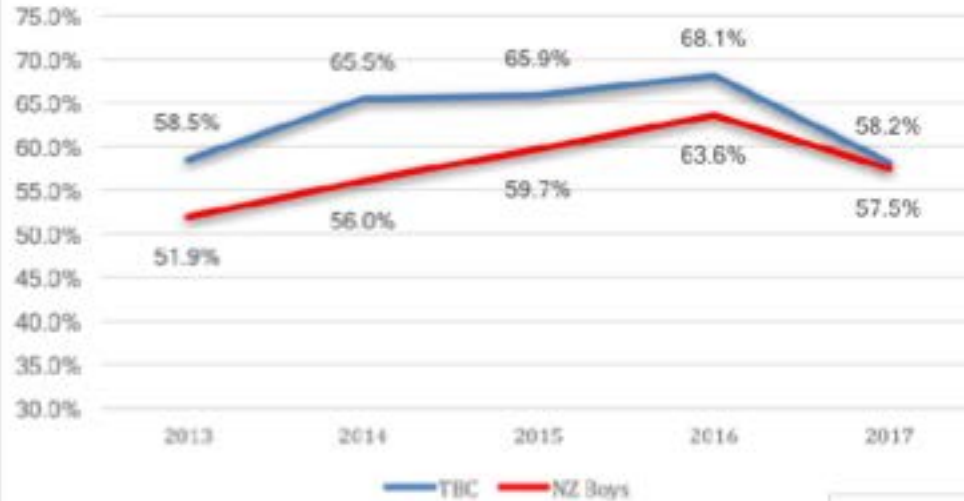
H. MĀORI ACHIEVEMENT

At Level 2, Māori achievement at TBC resulted in an historic high, with an outcome of 94.3%. TBC Māori students historically outperform NZ Māori boys and Māori boys in decile 4-7 schools.

I. YOUTH GUARANTEE – Achievement NCEA L2

In 2017 99.6% of Year 13 students achieved NCEA Level 2 (100% in 2016; 97.1% in 2015); and 100% of Year 13 Māori achieved NCEA Level 2 (97.9% in 2016; 98.4% in 2014).

NCEA L1 Māori Boys



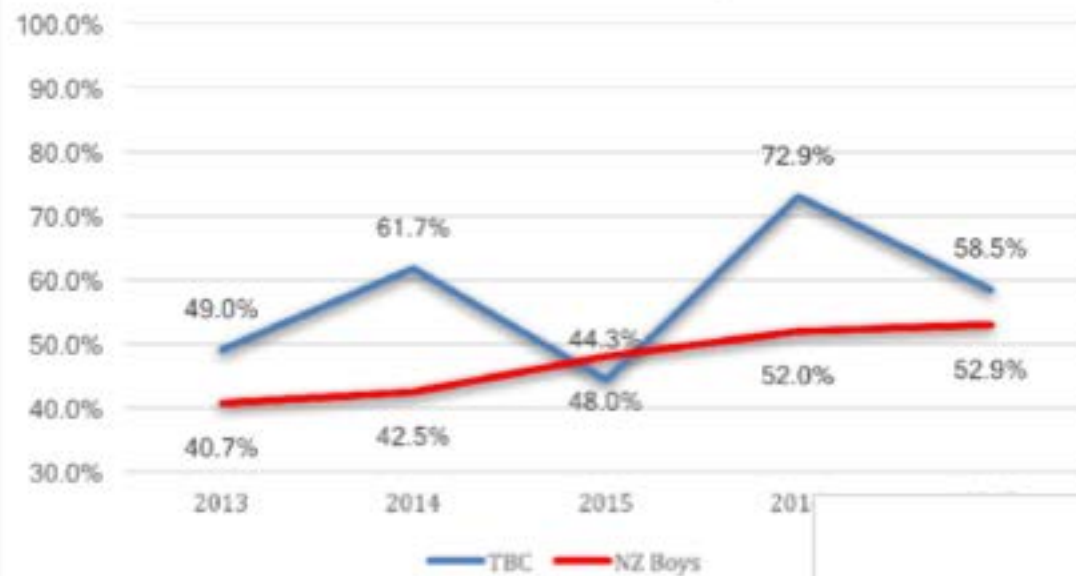
J. CERTIFICATE ENDORSEMENT

Endorsements are a measurement of academic prowess. For a student to have their full certificate endorsed, they must achieve 50 credits or more at the level or above. e.g. 30 credits at Merit and 20 credits at Excellence, would generate a Merit endorsement. This data represents endorsement rates of the whole cohort.

NCEA L2 Māori Boys



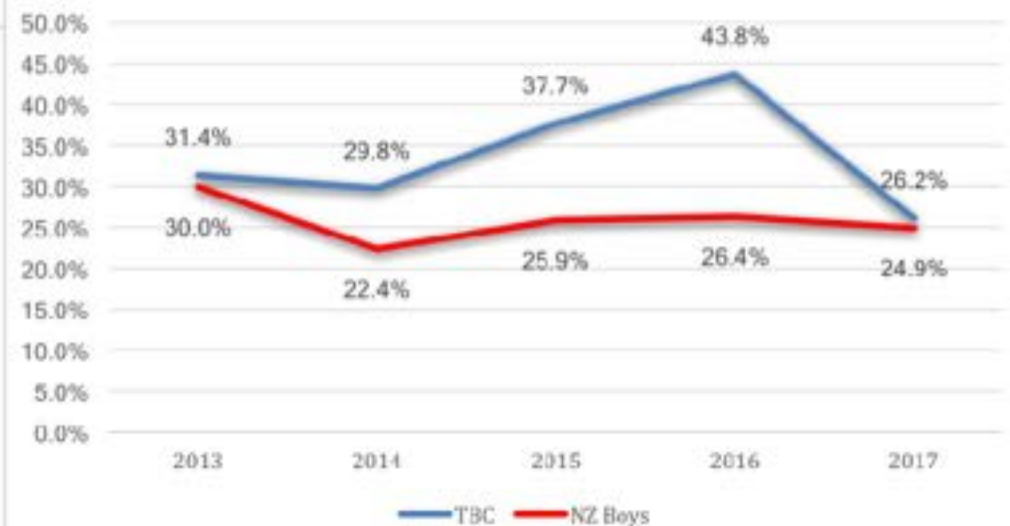
NCEA L3 Māori Boys



Comparisons with Decile 4-7 Boys

We continue to gain significantly more Merit Endorsements than boys in Decile 4-7 schools at all levels but remain behind in Excellence endorsements.

UE Māori Boys



Certificate Endorsement 2017



K. COURSE ENDORSEMENT

Course endorsements are awarded when a student achieves 14 credits or more in one subject, including success in at least one external. Our top subjects were:

Level 1

Science	30 Excellence
Performance Science (ADP)	20 Excellence
Accelerate English	13 Excellence
Maths & Statistics	12 Excellence
Physical Education	8 Excellence
DVC	5 Excellence
Accounting	5 Excellence

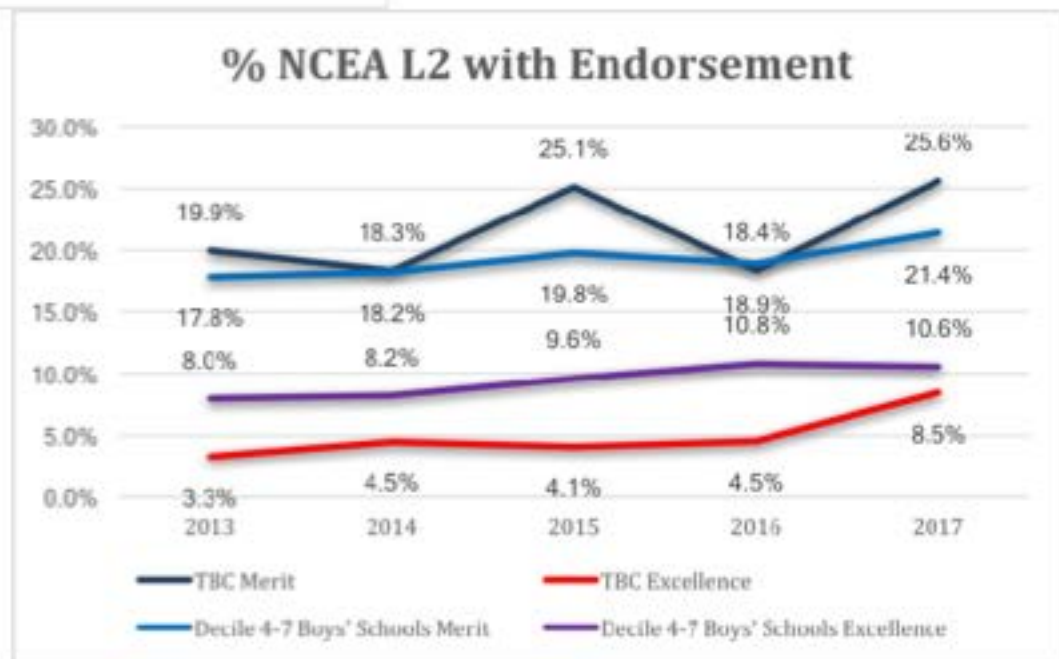
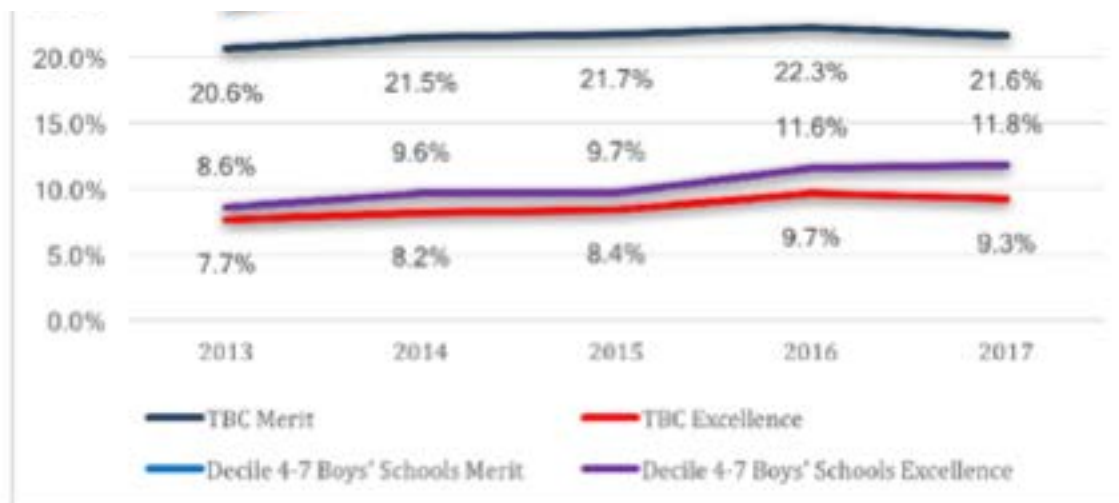
Level 2

Chemistry	22 Excellence
Physics	19 Excellence
Performance Science (ADP)	17 Excellence
Physical Education	13 Excellence
Design	11 Excellence
Accelerate Maths	8 Excellence
Maths & Statistics	7 Excellence

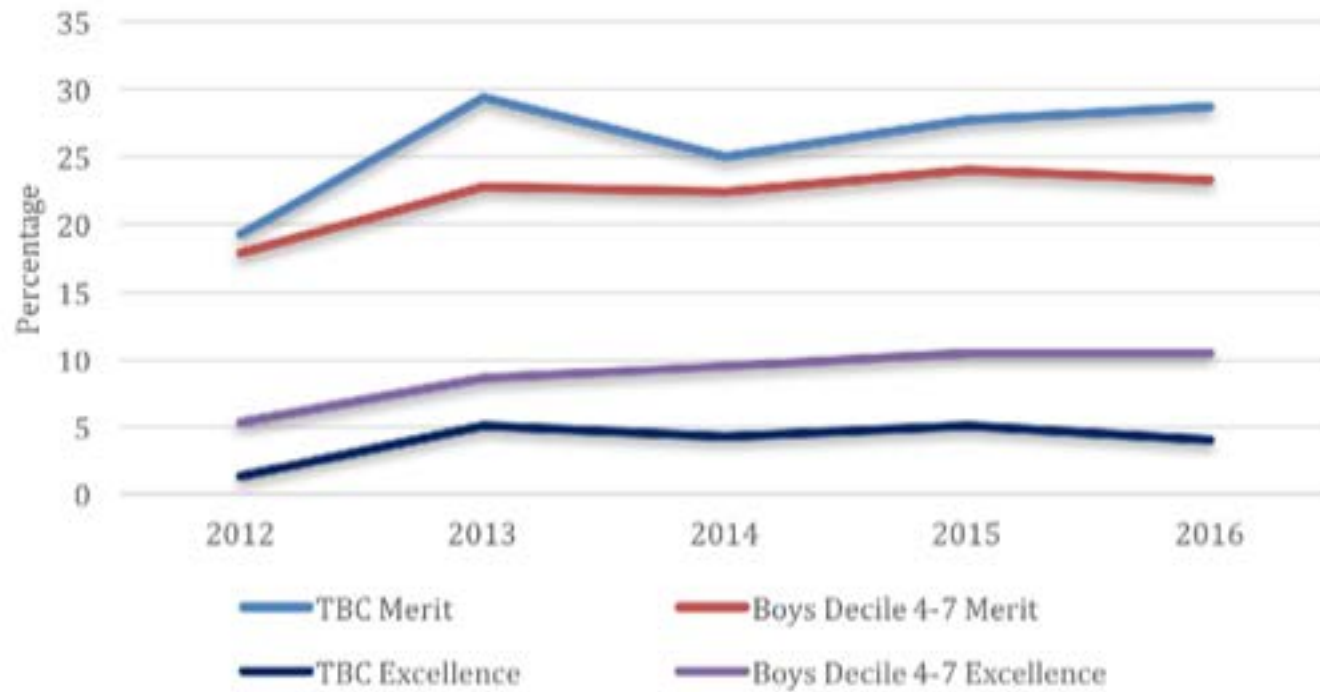
Level 3

Accelerate Statistics	11 Excellence
Calculus	9 Excellence
Chemistry	8 Excellence
Physics	5 Excellence





% NCEA L3 With Endorsement



L. NEW ZEALAND SCHOLARSHIP

The College can be proud of the 24 'Scholarship' plus 2 'Outstanding' grades achieved in the national scholarship examinations in 2017. 17 students gained awards across 11 subjects.

Nine Scholarships were gained by Year 12 students, and 17 by Year 13 students.

- Biology 1
- English 1
- History 1
- Statistics 1
- Geography 1 Outstanding
- Accounting 2
- Physics 2
- Economics 3
- Calculus 4
- Drama 4
- Chemistry 5 + 1 Outstanding

TOTAL 26 (incl. 2 outstanding)

Scholarship Students

Jack Wade – Chemistry (outstanding); Statistics; Economics

Matthew Rea – Physics; Calculus; Chemistry

Campbell Smith – Accounting

Gengjian Cui – Calculus

Korban Eades – Accounting; Economics; Geography (outstanding)

Reuben Young – English; History

Braydon Tanner – Biology

Josh Bell – Chemistry



TBC NCEA Level 1

100.0%

96.3%

87.4%

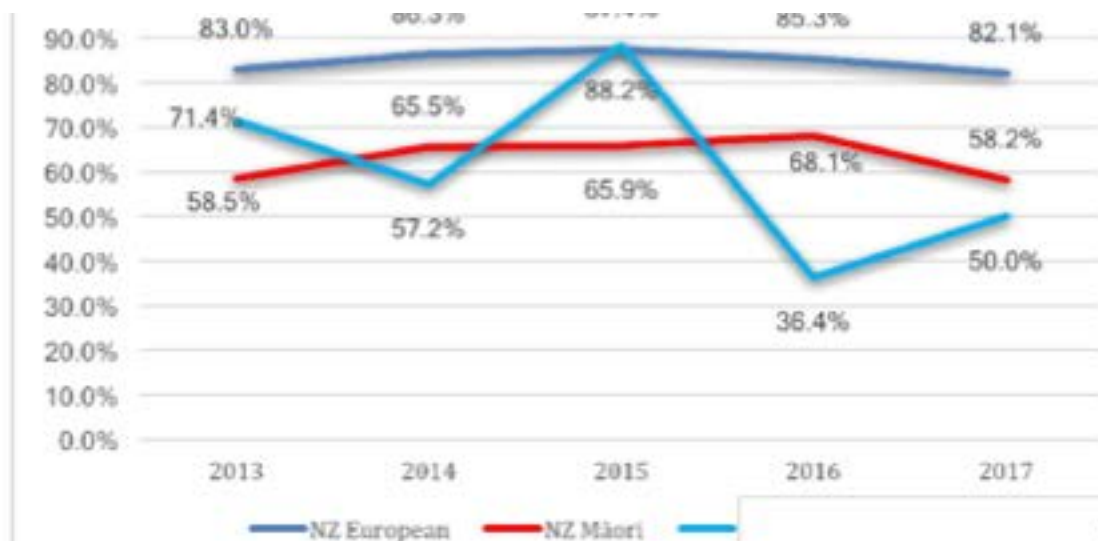
85.0%

Blake Elliot – Economics

Cameron McKeating – Drama

Md. Shadman Jahin (Year 12) – Chemistry;

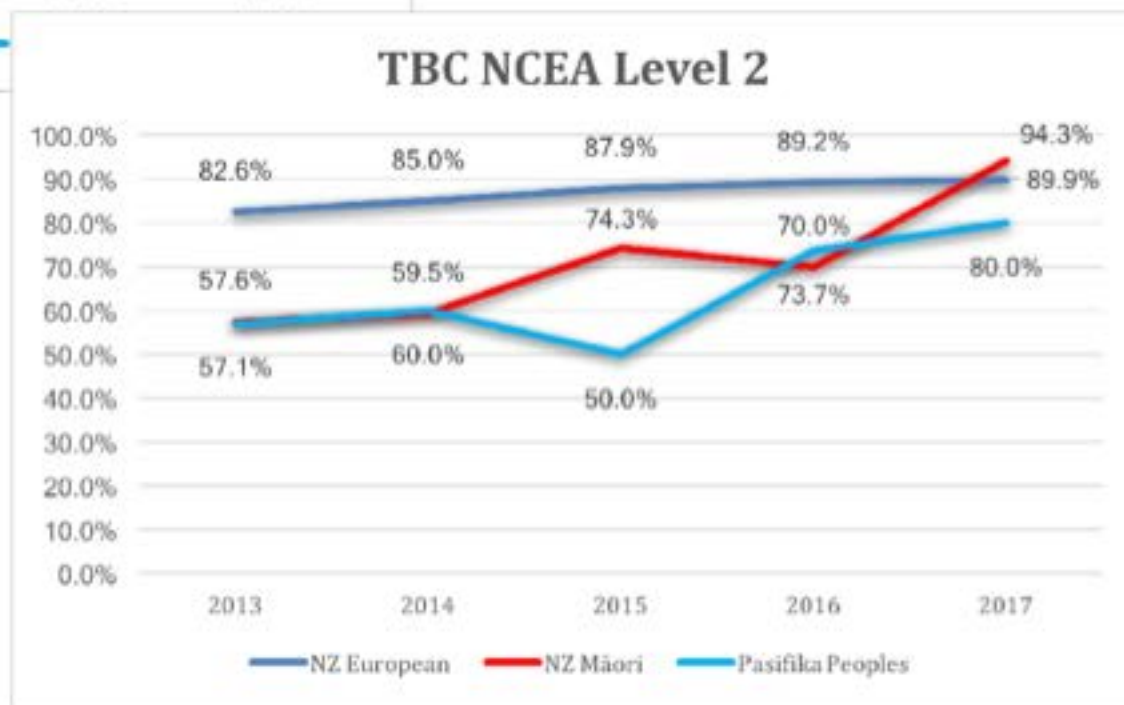
Matthew Bell

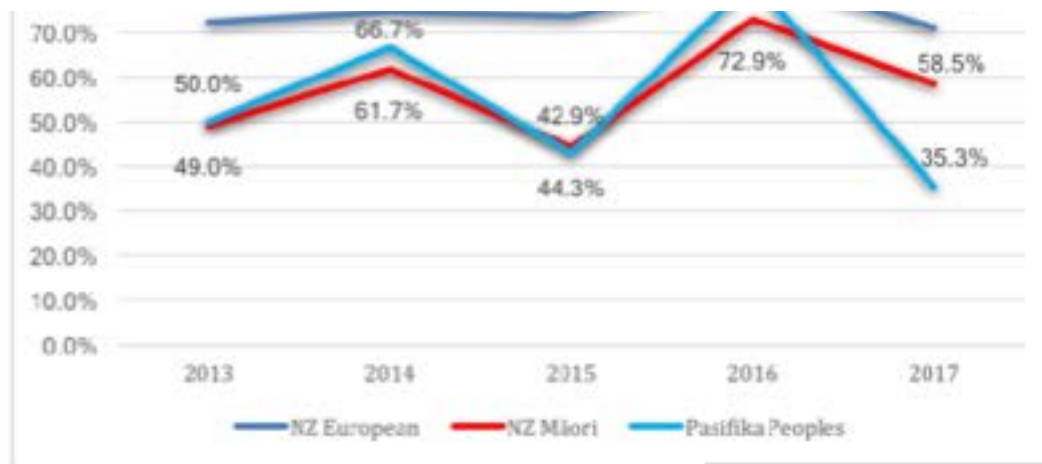


Physics; Calculus
 (Year 12) – Calculus
Matthew Taylor (Year 12) – Chemistry
Mitchell White (Year 12) – Chemistry
Hunter Eagle (Year 12) – Drama
Zac Hobbis (Year 12) – Drama
Fletcher Oxford (Year 12) – Drama

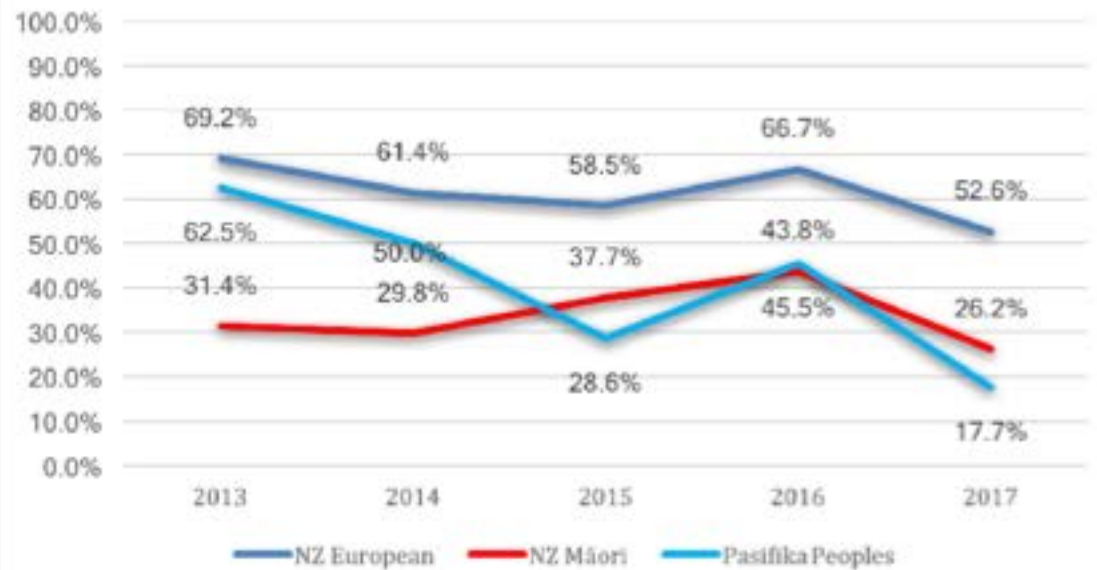
Appendix

TBC Achievement – Ethnic Comparisons





TBC University Entrance



In the UK the statistics are usually reported around at how many students in a school get five C or above grades, three C or above grades etc.

TBC had 33 at C or above (54.1%). 2017 was the last year ICSGE Global Perspectives was offered to accelerate Year 10. From 2018, a 'reduced credit' NCEA Level 1 Humanities course will be offered.

Grade	Percentage uniform mark scale	2016	2017
A*	90-100	4	1
A	80-89	11	5
B	70-79	12	13
C	60-69	23	14
D	50-59	2	14
E	40-49	3	10
F	30-39	2	4





F.P. Keenan Memorial Cup

Frank (Pat) Keenan was a longstanding staff member and was New Zealand's first guidance counselor. He was appointed by Garth Sim and continued serving the school until he passed in 1963. His son was a rower at the school who later helped coach with the famed Bill Eaddy. This Trophy is donated by the Old Boys' Association for the best all round Year 11 student, taking into consideration school spirit, scholastic prowess, sporting achievement and cultural contribution

The Doris and Bill Eaddy Memorial Trophy

This Maori hoe was commissioned and donated by the "legend" Bill Eaddy. Former student Paul Pohe carved the work from a piece of oak found at his father's place. The trophy reflects the strength of the trophy winner and its donor. The blade end of the hoe represents a hammerhead (Mangapare) shark; revered for its strength and determination. The opposite end has three shafts representing the 3 baskets of knowledge presented by Tane. This Trophy is awarded to the Year 12 student, demonstrating qualities of perseverance, determination and a commitment to achieving his goals

The Monte Ohia Memorial Trophy

The Monte Ohia Trophy celebrates and acknowledges the immense contribution made by Dr Monte Ohia to life-long learning. Monte was a descendant of Ngati Pukenga, Ngaiterangi, Ngati Ranginui, and Te Arawa. He was raised in Tauranga, was a former student and prefect of the College and spent over 30 years in Wellington and the South Island. Monte spent his working life in education. He held senior positions in Wananga, Polytechnics, Universities, at NZQA, the Ministry of Education and a range of independent research organisations, Boards and Councils, and acted as a consultant to National and International organisations. This Trophy is awarded to 'The best all round Year 13 Māori boy' taking into consideration the traits that best defined Monte Ohia – Academic Excellence and a commitment to the wider life of the school.

The Frank Lawson Memorial Cup

Frank Lawson was an old boy of the College who had a son at the school. Frank suffered an untimely death and in his memory this trophy was created and donated to the College. This Cup is for the Year 13 student who has contributed the most to the sporting, cultural and academic side of the College.



The Wade Penney Memorial Scholarship *To be announced*

The scholarship preserves the memory of a young man who made the most of his time in the world. Wade gave it all he had to give, and his competitiveness and good nature earned him a great deal of respect.

The Gregory Heimann Memorial Award

Gregory Heimann died of leukaemia in 1979 when he was in Year 12. He was an avid student and keen sportsman, particularly in cricket and rugby. At the

time of his death he had been in the 1st XI cricket team for three years with a best score in inter-school matches of 42. One of the awards named for him is for the top student in Year 12 Geography.

The Matthew Canton Memorial Cup

Matthew Canton was a very able student, particularly gifted in film making and foreign language. He is remembered as a very outgoing student with a very interesting outlook on the world. Matthew was the director of the film that is now a standard example in most film making classes at TBC: "The Life of Orange". Matthew passed away in 2002 as a fifth former and in memory of him his parents donated a trophy.

The Chris Allum Memorial Trophy

Chris Allum was a student in the first Classical Studies Class in 2000. He suffered from muscular dystrophy and passed away aged 21. His family donated the cup in his memory.

The Nick Renouf Memorial Cup

Nick Renouf was a student at Tauranga Boys' College from 2006 to 2010. Nick is remembered as an outstanding scholar achieving 2 Scholarships in 2009 whilst in Year 12 and 6 Scholarships in 2010, 2 of which were Outstanding. Nick was appointed to Academic Captain in 2010. He was awarded a Centurian Award for achieving every Achievement Standard Credit he attempted in NCEA over 4 years. This cup is in memory of Nick, acknowledges outstanding academic achievement, and is awarded to the top academic student in 5A.

The Garth Sim Centurian Scholarship

The Garth Sim Centurian Scholarship was set up by the TBC Old Boys' Association in 2014 to recognize the contribution past principal Mr Garth Sim made to the college and his achieving 100 years of age, hence the Garth Sim Centurian Scholarship. The scholarship is presented annually to recognize the top academic student from Year 12 and to provide support for tertiary study after they leave secondary school.

The Robert Naumann Cup *To be announced*

This cup celebrates and acknowledges the immense contribution made by Rob Naumann to Tauranga Boys' College. Rob's ties with the College are very strong and lasting. He was both a student at the College and a long-standing Staff Member. During his time here as a pupil, Rob was an accomplished Hockey and Tennis player, a keen debater, a Prefect and involved in the wider life of the college. As a classroom teacher of the highest order, Rob brought History and English alive to many young minds for over 35 years. Rob retired from his post as Deputy Principal in 2006, bringing to an end a record of outstanding service to Tauranga Boys' College that had started in 1959. This Cup is awarded to 'The best all round Year 12 boy' taking into consideration the traits that best define Robert Naumann – academic excellence, sporting achievement, cultural involvement and a commitment to the wider life of the school.

The Michael Hoy Cup



Scholastic Awards 2018 - Year 11

Michael Hoy was the Top Science Scholar in New Zealand in 2005. He left school at the end of Year 12, aged 14, to study at the University of Waikato. He completed a PhD at the University of New South Wales in 2013 at the age

of 21. This Cup celebrates great minds, great intellect and academic excellence of the highest order.

The Taula Trophy

The Taula Trophy is presented to the Pasifika student who has excelled academically and in either the sporting or cultural domain. The trophy is given in

recognition to Elija Taula, the first Pasifika student to be Head Boy of the College, and his extraordinary contribution to the College and his Pasifika culture.

Vijay Nirvaneshwar	Diligence for Year 11	Prizes Sponsored by:
Jack McKenzie	" " "	Cooney Lees & Morgan
Nick Rea	" " "	" " "
Cameron McGuffie	" " "	" " "
Thomas Denzel	" " "	" " "
Khushwant Singh	1st Level 1 Design	Tauranga RSA Welfare Trust
Ryan Lowe	1st Level 1 Engineering	Machinery & PowerTool Centre
Sean Forbes	1st Level 1 Hospitality & Catering	TrustPower Ltd
Chad de Beer	1st Level 1 Product Technology	Machinery & PowerTool Centre
James Ngamoki	1st Level 1 Practical Science	Westpac Bank
Joel Bezuidenhout	1st Level 1 Agricultural Science	Old Boys' Association
	1st Level 1 Geography	Altrusa International
Lucas Cowley	1st Level 1 Mathematics	
Daniel Joensen	1st Level 1 Biological Science	Waikato Graduate Women Trust
Senryu Broadfoot	1st Level 1 Japanese	Tauranga Mt Maunganui Chartered Accountants
Zebedee Surman	1st Level 1 Art	Hale & Associates
Taine Merriman	1st Level 1 Media Studies	Hale & Associates
Daniel Page	1st Level 1 Music	Holland Beckett Law
Sam Niles	1st Level 1 Building Related Trades	Plyman Tauranga
Christopher Maine	1st Level 1 Economics	Old Boys' Association

Nik Donovan	1st Level 1 Physical Science	TrustPower Ltd
	1st Level 1 Accounting	Tauranga Mt Maunganui Chartered Accountants
Joe Keogh	1st Level 1 Digital Technology	Hale & Associates
Ethan Clare	1st Level 1 Design & Visual Communication	Institute of Draughtsmen's Cup
Jonathan Schlothauer	1st Level 1 Electronics	Tauranga RSA

Max Powdrill-Clarkson 1st Level 1 Psychology
 Liam Cade 1st Level 1 History
 Mitchell Sigley Third Aggregate Year 11
 1st Level 1 Drama

Tauranga City Sunrise Lions
 A W Capamagian
 Old Boys' Association

Second Aggregate Year 11

Holland

Scholastic Awards 2018 - Te Whanau o Aronui

Thomas Friskney First Aggregate Year 11
 1st Level 1 Athlete Development
 Third Aggregate Accelerate Year 11
 Logan Green Second Aggregate Accelerate Year 11
 Benjamin Adams 1st Level 1 Spanish
 1st Level 1 English
 Logan Green First Aggregate Accelerate Year 11
 The FP Keenan Trophy

Tauranga Mt Maunganui Charter Accountants
 Tauranga Mt Maunganui Programme Chartered
 Holland Beckett Law
 Tauranga City Sunrise Lions
 Tauranga Mt Maunganui Chartered Accountants
 Westpac Bank
 The Nick Renouf Memorial Cup

Beckett Law

Brendan McLelland 1st
 Physical Ed Bay

Level 1 Health &
 Physiotherapy
 Accountants



Denton Kuka Diligence Year 11
 Troy Stills-Nepe 1st Level 1 Te Reo Maori
 First Aggregate Aronui Year 11
 Tioriori Waikato 1st Senior Whakairo Rakau

Prizes Sponsored by:
 Te Runanga o Ngai te Rangi Iwi
 Te Runanga o Ngai te Rangi Iwi
 Te Runanga o Ngai te Rangi Iwi
 Te Runanga o Ngai te Rangi Iwi



Scholastic Awards 2018 - Year 12

Runanga o Ngai te Rangi Iwi

Tawera Ohia

Diligence Year 12

Te

Tamehana Heke-Nepia 1st Level 2 Te Reo
 Dylan French First Aggregate Aronui Year 12
 Cody Tanner First Aggregate Aronui Year 13

Te Runanga o Ngai the Rangi Iwi
 Te Runanga o Ngai te Rangi Iwi
 Te Runanga o Ngai te Rangi Iwi

Anaru Palmer
Rangatiratanga Award

1st Level 3 Te Reo

Te Runanga o Ngai te Rangi Iwi

Prizes Sponsored by:

Ryan Bosselmann	Diligence for Year 12	Tauranga Mt Maunganui Chartered Accountants
Thanakrit Belgrave	" "	" " "
Tyzak Rhind	" "	" " "
Millar Hann	" "	" " "
Matt Lander	" "	" " "
Joshua Cook	1st Level 2 Practical Science	Westpac Bank
Jeremy McIntosh	1st Level 2 Physical Education	Bay Radiology
Ben Burnett	1st Level 2 Outdoor Education	Old Boys' Association
Quaid Forbes	1st Level 2 History	Old Boys' Association
Samuel Lord	1st Level 2 Design & Visual Communication	Waikato Graduate Women Trust
Ryan Anderson	1st Level 2 Product Technology	Machinery & PowerTool Centre
	1st Level 2 Engineering Trades	Machinery & PowerTool Centre
Quinn Murdoch	1st Level 2 Engineering & Auto Trades	Machinery & PowerTool Centre
Edgar Jackson	1st Level 2 Building Related Trades	Tauriko Sawmill & Timber Supplies
Keun Young Luke Kim	1st Level 2 Languages	The Matthew Canton Memorial Cup
Jeremy Henshaw	1st Level 2 Design	Hale & Associates
Kees Tucker	1st Level 2 Digital Technology	Bay Radiology



Eric Dongmin Choi	International Student Academic Award	Old Boys' Association
Jerramiah Hay	1st Level 2 Hospitality & Catering	A W Capamagian
Amandeep Bhangu	1st Level 2 Art	Tauranga City Sunrise Lions
Matthew Groenewald	1st Level 2 Media Studies	Westpac Bank
Benjamin Adams	1st Level 2 Mathematics	Westpac Bank
	1st Level 2 Economics	Gregory Heimann Memorial Award
	1st Level 2 Physics	TrustPower Ltd

Cailem Whitburn
Liam Stewart

1st Level 2 Geography
1st Level 2 Accounting

Gregory Heimann Memorial Award
Tauranga Mt Maunganui Chartered Accountants

Logan Green
James Upjohn
Andre Moffat
Bodhi Harris
Jack Tortoiseshell
Liam Douglas
Bradley MacLean

1st Level Chemistry
1st Level 2 Electronics
1st Level 2 Drama
1st Level 2 Classical Studies
1st Level 2 Horticulture
1st Level 2 Psychology
1st Level 2 Photography
Third Aggregate Year 12

Bay Radiology
Westpac Bank
Old Boys' Association
Bay Office Products
Old Boys' Association
Waikato Graduate Women Educational Trust
Old Boys' Association
Hale & Associates

Zane Hamilton
Derek Cerda-Jimenez

Second Aggregate Year 12
1st Level 2 Athlete Development
Programme
1st Level 2 Business Studies
First Aggregate Year 12

Tauranga Mt Maunganui Chartered Accountants

Ben Kang

1st Level 2 Music
1st Level 2 Biology
1st Level 3 Chemistry
Third Aggregate Accelerate Year 12

Westpac Bank
Old Boys' Association
Bay Radiology
Holland Beckett Law
Tauranga Mt Maunganui Chartered Accountants
Westpac Bank
Bay Office Products

Morgan Hatch

1st Level 2 English
1st Level 3 Mathematics with Calculus
Second Aggregate Accelerate Year 12

Westpac Bank
Waikato Graduate Women Educational Trust
Hale & Associates



Scholastic Awards 2018 - Year 13

Association

1st Level 3 Physics
First Aggregate Accelerate Year 12

Westpac Bank
Holland Beckett Law
The Michael Hoy Cup

Robbie Maris

1st Level 3 Mathematics with Statistics Old Boys'

Nathan Stroud

The Doris & Bill Eaddy Trophy

Bradley Taylor	1st Level 3 Physical Education
Scott Ellerington	1st Level 3 Outdoor Education
Dominic Crombie	1st Level 3 Athlete Development
Gene Hughes	1st Level 3 Product Technology
Thomas Shaw	1st Level 3 Engineering Trades
Kieran Scullin	1st Level 3 Building Related Trades
Ethan Robertson	1st Level 3 Painting
Flynn Wheeler	1st Level 3 Design
Alfred Shum	1st Level 3 Design & Visual
Flynn Wheeler	1st Level 3 Photography
Matthew Bielby	1st Level 3 Hospitality & Catering
Zac Hobbis	1st Level 3 Media Studies
Kye Oldham	1st Level 3 Digital Technology
Hugo Van Cingel	1st Level 3 Mathematics
Matthew Lochhead	1st Level 3 Business Studies
Max Pottage	1st Level 3 Accounting
Liam Moffatt	1st Level 3 Earth Science
Severn Macleod Gore	1st Level 3 Languages
Fletcher Oxford	1st Level 3 Drama

Prizes Sponsored by:

Tauranga RSA Welfare Trust
 Bay Office Products
 The Blair Kiddle Memorial
 Machinery & PowerTool Centre
 Machinery & PowerTool Centre
 Classic Builders
 Westpac Bank
 Hale & Associates
 Waikato Graduate Women Educational Trust
 Photolife Studio
 Bay Office Products
 Holland Beckett Law
 Westpac Bank
 Tauranga Mt Maunganui Chartered Accountants
 Old Boys' Association
 Tauranga Mt Maunganui Chartered Accountants
 Westpac Bank
 Westpac Bank
 Holland Beckett Law



University Stage 1 Papers

Md Shadman Jahin	1st Level 3 Biology	1st Level 3 Music	Old Boys' Association
Adam Hitchiner	1st University Chemistry	Bay Office Products	
	1st Level 3 Geography	University of Waikato	
	1st Place University Maths with Stats	Bay Office Products	
	1st Level 3 Economics	Holland Beckett Law	
Matthew Brittain	1st Place University Calculus	University of Waikato, School of Accounting, Finance	
	1st Place University Economics	Holland Beckett Law	
		Waikato Management School Prize in Economics	



SCHOLARSHIPS - SPECIAL AWARDS

Matthew Brittain	Calculus A+
Andrew de Wet	Calculus A
Md Shadmin Jahin	Calculus A+
Matthew Taylor	Calculus A-
Mitchell White	Calculus A-
Md Shadmin Jahin	Chemistry A+
Mitchell White	Chemistry A
Matthew Taylor	Chemistry A

University Scholarships

Adam Hitchiner	Economics A+
Ryan Holt	Economics A+
Maxwell Loomb	Economics A
Josh Stewart	Economics A-
Samuel Guest	Economics A-
Ryan Hart	Economics A
Kale Adair	Law A
Samuel Hemingway	Philosophy A

Andrew de Wet
Kale Adair
Matthew Brittain

Chemistry A-
Economics A-
Economics A+

Jackson Smith
Adam Hitchiner
Ryan Holt

Philosophy A-
Statistics A+
Statistics A

Alwyn R Thompson Memorial Law Scholarship
Bay Radiology Scholarship Health Science Prize
Bay of Plenty Education Trust Scholarship (2)
Donald & Minola Grant Scholarship (4)
Maxwell Loomb, Adam Hitchiner
Garth Sim Centurion Award
Owens Family Scholarship
Tauranga Boys' College Principal's Scholarship (4)
Kye Oldham, Zac Hobbis
Wade Penney Memorial Scholarship
The Frank Lawson Memorial Cup

The Monte Ohia Trophy
The Taula Trophy

Head Prefect

The Head Prefect's Award

Anaru Palmer
Balra J Kullar
Connor Garner, Damian Torwick
Alfred Shum, Kale Adair,

Md Shadmin Jahin
Russell Green
Md Shadmin Jahin, Liam Moffat,

Cody Tanner
Kale Adair

Anaru Palmer
Alevandre Talopau

University of Waikato: Te Paewai o te Rangi
Robbie Maris, Lachlan Haycock, Ryan Holt
University of Waikato: Pacific Excellence
Alevandre Talopau
University of Waikato: Te Ara Whānau
Anaru Palmer, Cody Tanner
University of Waikato: Ko Te Tangata
Ryan Henderson, Connor Garner, Kelvin Su
Christopher Tupaea, Charlie Bell, Hugh Canham
Matthew Taylor
University of Waikato: Manaaki Tangata
Dillion Gates
University of Victoria: Tangiwai
Matthew Brittain, Jacob Forward
University of Victoria: Bachelor of Health
Jacob Forward
University of Otago: Maori Entrance
Jaamin Fuller
University of Otago: New Frontiers Excellence
Jackson Smith, Bradley Taylor
University of Otago: Leaders of Tomorrow
Dominic Crombie, Russell Green
University of Otago: Performance Entrance
Hoani Lawrence, Declan Dempster
Massey University: Business School Future



Tauranga Boys' College TOP SCHOLARS

Anaru Palmer

The Norman Morris Prize



Top Commerce Scholar:

Tauranga Mt Maunganui Chartered
Accountants Prize Matthew
Brittain

Top Science Scholar:

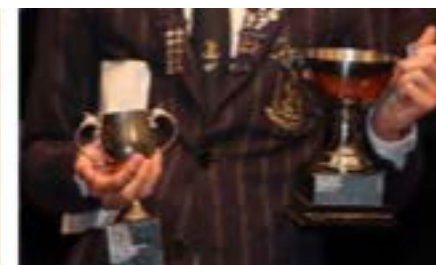
The Ricoh Award
Md Shadman Jahin

Top Arts Scholar:

Holland Beckett Law Prize
Kale Adair

Proxime Accessit 2018

The Ricoh Award
Adam Hitchiner





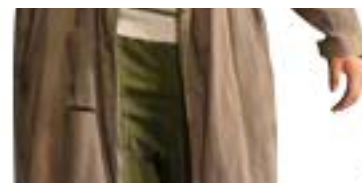
The ARTS at Tauranga Boys' College

Dux 2018



The Norman Clark Trophy
ITed Services Award for Top Scholar
Top Academic Scholar

Md Shadman Jahin



2018 started out in a very positive and encouraging way with seasoned student leadership in the Arts, which encompass the Arts Prefects, as well as the Student Arts Council. Term One included National Jazz Festival, Sheilah Winn Shakespeare Festival, local schools band tour, and rehearsals for the production "Beauty and The Beast". On top of that the staff and students were all busy working on Term Two and Three events such as Chamber Music, Super Eight Cultural Festival, held this year at New Plymouth Boys' High School, as well as the Kapa Haka team building towards the National Competition in Palmerston North.

The year for the Music Department started with the local schools and retirement village concert series. It was a great build up for the National Jazz festival at Easter. The National Jazz Festival was very early this year and that provided the bands playing in the festival very limited time to get



things up and running. With two weeks less than usual preparation the big band and two jazz combos, Kai Time and Mason Jar, hit the stage.

The competition was the largest to date in it's 41 year history having 350 playing competitors, and 34 groups performing at Baycourt Theatre across three days. With so many groups involved and the competition for awards always trending higher it is always going to be tough to obtain the desired results of both individual and group successes. That being said it was a very pleasing three days with the big band performing very well and being awarded a Gold award for the performance, plus both jazz combos also being awarded a Gold award.

To add to this, we also had two young men achieve individual success. Finlay Burke was awarded



the Mayers Music Centre Trophy for the Most Outstanding Guitarist and Troy Weenink awarded the Bill Hoffmeister Trophy for the Most Outstanding Pianist.

Every year Tauranga Boys' College Arts and Cultural groups enter all thirteen areas of the Super Eight Cultural Festival. The effort and time is significant with many students and staff giving up a large number of hours to represent Tauranga Boys' College at the annual festival. The following events are incorporated into the festival: Group Music, Senior and Junior Solo Music, Senior and Junior Theatre Sports, Senior and Junior Debating, Senior and Junior Oratory, Kapahaka, Senior and Junior Visual Arts, Drama, Pacifica and two new additions of Chess and International Oratory. The results for Tauranga Boys' College this year were on par with our high expectations, placing well in many of the events. The placings were:

First in both Junior and Senior Theatre Sports, and Senior Oratory (Jack McManaway), and Junior Oratory (Theo Lafont), International Oratory (Luke Kim), and Senior Art (Connor Garner).

Second in Senior Solo Music (Fletcher Oxford), Drama, International Intermediate Oratory (William Joo), and Junior Art (Jado Engelbrecht).

Third place in Junior Solo Music (Darcy Bassett), and Pacifica.

I would like to express a huge thanks to all the staff who managed/coached and gave their time for our boys in the arts and their expertise and dedication shows in our fantastic results.

Our Kapahaka performers competed in the Regional Secondary School Kapahaka Competition last year gaining qualification for the National Competitions in May this year. In a combined Kapa Haka group from Boys' and Girls' College a large contingent traveled to Palmerston North for their first time in Nationals in many years. It was an outstanding event and experience for our young men who came away impassioned to work towards achieving higher honours in 2019.

It has been a strong year for Senior Debating with three teams competing across the season. Kale Adair was selected for the New Zealand development squad and the teams started the year off well with our top team winning the first Bay of Plenty Regional Competition. Kale Adair was named best speaker of



the tournament and selected to lead the Bay of Plenty team that would compete in Wellington at the national competition.

Kale's team did very well in the nationals beating both Wellington teams and effectively knocking them out the competition. They just missed out on the semifinals, finishing 5th overall in the competition.

Smokefree Rockquest, the nation-wide high school music competition, is always a good way for the



musical boys to get stuck into making their own music. Two Tauranga Boys' College acts performed at the Bay of Plenty Regional Finals. Fletcher Oxford performed his original song in the solo/duo category and managed to take out second place in the category. Rock Band 'Blackout', with Blake Thomas, Aiden Mogford, Levi Watts, Tane Livingston-Pooley and Andre Moffat, also competed in the band category with their songs 'Just Stop' and 'Unspecified'. They were placed second place in the band category.

Entering Regional Chamber Music this year we only had one group, Esperando. The Regional Chamber Music Competition was once again held at Bethlehem College Performing Arts Centre. The group, a student led trio, was made up of Alfred Shum

(Violin), Jack Duxfield (Clarinet), and Troy Weenink (Piano). This group performed two works, Mirror of the Soul, Op.4, by Ilya Mishchenkov and Trio for Clarinet, Violin and Piano by Stefan Kristinkov. They performed very successfully and even though they did not proceed to the National Competition they did receive the Highly Commended Award from the judge.

This year's annual tour for the Big Band was to Hawke's Bay. The trip is one designed to provide an opportunity for the band members to gain performance experiences in many different situations and tighten up their playing with the aim of attending the Waikato ITM Music Band Festival. The three days in Napier and Hastings provided a great opportunity for the band to polish their performance and gain further playing experience in front of new audiences. The last two days of the tour took the group to Hamilton and the Waikato Band and Music festival. This festival is an annual event and a highlight on the calendar. This year we met up with the big band 2 as well as the senior guitar ensemble. The senior guitar group played some very demanding works at the festival and



received a Silver Award for their efforts. Big band 2, under the direction of James Robinson (Year 12 student) also received a Silver Award and lastly Big Band 1, with the culmination of a week's worth of hard work, received a Gold Award and also a commendation from the judge.

Drama has grown and flourished under the direction of Zoe Creek. The achievements of the young men participating in the Production. Sheliah Winn and who traveled



to Norfolk for the International Drama Festival have been fantastic. In Term One a group of 24 Drama boys from all year groups participated at the regional Sheilah Winn festival at Mount College. They entered 3 different Shakespearean works all to a very high standard. Ethan Lawn directed a scene from 'Much Ado About Nothing' and Fletcher Oxford used his expertise to direct a scene from 'A Midsummer Night's Dream'. The judge was wowed by the energetic, acrobatic portrayal of the scene in which Titania, played by Year 9 Jacques Van Rinsvelt, calls upon her fairies to wait upon the 'ass', Bottom, played by Mitchell Sigley. The scene was selected as the Best 5 Minute, Student Directed piece and that group then went to the National Festival in Wellington during Queen's Birthday weekend where Jacques once again was given the Assessors award. The culmination of a great year in Drama came with a trip to the Norfolk Island



Drama festival where ten of our young thespians spent a week sightseeing, acting and having a ball. This was the first international trip that the Drama



Department has done. Their results were fantastic with them being placed Runner-up and Ethan Hahunga gaining the award for top male lead against other actors of all ages and experiences.

Arts Awards This year there was a new award the McKenzie Cup in recognition of the previous drama teacher Andrew McKenzie who was a huge part of the growth and success of the Drama Department over the past decade.

Thank you to the members of the Tauranga Boys' Arts Council, who give their time freely in support of our young men. There are some excellent initiatives that have developed over the past few years including the annual Arts Fund-raising Dinner held at the Tauranga Art Gallery. Another focus of the council is its endeavour to support our young men through their fundraising to assist the students and teachers in participating in the Arts. Lastly, a huge thank you to all the Arts staff. Without their skills, dedication, knowledge and drive the Arts wouldn't thrive at Tauranga Boys' College, as has been displayed in our participation and successes during 2018.

Arts and Cultural Awards 2018

Music Awards

Paul Wishart Cup for Diligent Service to Music
Alf Gracie Memorial Cup - Most Improved Instrumentalist
Robert Francis Memorial Cup Male Vocalist
McGregor Shield - Leader of School Band
Ryan French Trophy Best Performer

Drama Awards

Greg Robinson Trophy For Contribution to School in Drama
Rising Star Trophy
Contribution to Shakespearean Drama

Theatre Sports Cup

Aronui Awards

Tauranga Boys' College of Arts Whakairo Trophy

Excellence in Wood Carving

Tauranga Boys College of Arts Kaupapa Maori Trophy

Greatest contribution to Aronui

Tauranga Boys' College of Arts Public Speaking

Josiah Dixon
Morgan Hatch
George Hiku
James Robinson
Troy Weenink

Zac Hobbs/ Ethan Hahunga
Tobias Langdon
Fletcher Oxford
Damian Torwick

Tioriori Waikato

Kruise Tuheke

Winiata Cup

Debating

Frances Brockett Memorial Cup Debating
Junior Debating Cup Contribution and Attainment

Public Speaking/Oratory Award

Anaru Palmer

Kale Adair
Blake Cooper





Tauranga Boys' College TITANS SPORT

Koedyk Cup Senior Public Speaking

Anaru

Palmer

Junior Oratory Allo Cup

Media Studies Award

Ben Ron Cup

Service to the Arts

Shepherd Family Trophy

Visual Art

Simon Crane Cup - Most promising Level 1 Student

The James Green Trophy

Enthusiastic- Participation and Support in the Arts

Tauranga Boys College Trophy Creative Writing

Cullen Fitzpatrick

Fletcher Oxford and Zac Hobbis

Alfred Shum

Khushwant Singh

Reece Gander

-First in Creative Writing
Overall Award for Excellence in Performing Arts
Overall Award for Excellence in Visual Arts

James Ngamoki
Fletcher Oxford
Flynn Wheeler

Arts Scholarships

Ethan Hahunga, Dyllan Crandle
Zac Hobbs

2018 has yet again been another great year for the athletes at Tauranga Boys College.
Several New Zealand champions and 2 Super 8 titles in Volleyball and Clay Target Shooting

Highlights

- NZSS Champions in Kayaking, Underwater Hockey-both Junior and Senior, 3 x 3 Junior Basketball and Motocross
- 37 boys got to wear the silver fern this year

Our coaches and managers again have done a remarkable job along with the support they get from our parent community.

TITANS SPORTS AWARDS 2018 - COLOURS

Athletics - Russell Green, Adam Hitchner, Joshua Tisch

Canoe Slalom - Charlie Bell

Cross Country - Lachlan Haycock, Russell Green

Underwater Hockey - Aiden Heath, Thomas Holdom, Zachary Howe, Jack Tortoiseshell

Softball - Cody Tanner

Cricket - Taylor Bettelheim, Marcel Collett, Dominic Crombie, Timothy Pringle

Football - Riley Bidois, Oliver Harrop, Scott Hawkins

Basketball - Josiah Albert, Christopher Tupaea



Hockey - Samuel Brittain, Matt Pinkerton

Triathlon - Lachlan Haycock, Jamie Shields

Rowing - Callum Berkett, Kody Gorst, Richard Harris, Ryan Hart, Daniel Johnson

Beach Volleyball - Hoani Lawrence, Jack McManaway

Swimming - Declan Dempster

Moto Cross - Brodie Connolly

Mountainbiking - Samuel Lord

TAURANGA BOYS' COLLEGE INTERNATIONAL TIES

Holders and all representatives in 2017

- Shaun Gwilliam NZ Junior Skeet Shooting



- Damian Iorwick NZ Junior Canoe Slalom
- Callum Philpot NZ U20 Volleyball
- Declan Dempster NZ Paddleboarding team

2018 Recipients of the International Tie

- Charlie Bell NZ Junior Canoe Slalom
- Lachlan Haycock NZ U20 Triathlon and NZSS Cross Country
- Jack McManaway NZ U19 Beach Volleyball
- Gareth Ward-Allen NZ U18 Underwater Hockey
- Thomas Holdom NZ U18 Underwater Hockey
- Corban Crowther NZ Junior Tennis
- Brodie Connolly NZ Junior Motocross
- Jamie Shields NZ U19 Triathlon
- Liam Moffatt NZ U18 Waterpolo
- Kiahi Horan NZ U18 Waterpolo



Finalists STUDENT OFFICIAL OF THE YEAR

Tamatea Bennett, Sol Purchase, Robbie Maris



Winner

Robbie Maris

Robbie was selected to represent Waikato & Bay of Plenty and NZ football at the largest international youth football tournament in the southern hemisphere, the Kanga Cup in Canberra, Australia and was awarded the trophy for best referee out of 250 referees.

Referee on the top local Men's League - WaiBOP Premiership (our 1st XI plays in it)



Nominated and accepted onto the New Zealand Men's National Youth League as a Match Official.

Finalists BEST All Rounder

Lachlan Haycock

Cody Tanner
Kiahi Horan
Gareth Ward-Allen
Jack McManaway
Shi Jie
Tyzak Rhind

Winner

Jack McManaway

NZ U19 Beach Volleyball , NZ U18



Volleyball, Senior Basketball,
Senior Touch



Finalists Pergo et Perago Award

This award is Open to any student who has achieved success on a regional, national, or international stage in any Tauranga Boys College Titans Sport and is also committed to achieving the philosophical traits of 'better than before' and 'better men make better athletes', through commitment to academic pursuit and personal development.

Kale Adair, Jack McManaway, Ryan Bosselmann ,
James Robinson, Matthew Brittain
Cody Tanner, Dominic Crombie,



Damian Torwick

Winner

Damian Torwick

36th U18 K1 Mens at his 2nd Canoe Slalom Junior World Championships

School Prefect: Academic Captain

NCEA Levels 1, 2 and 3 all achieved with excellence

Total credits: 31A, 82M, 242E

Played a lead role in the 2018 TBC and TGC production on 'Beauty and the Beast'



Finalists Best Performance by an Individual

Finn Anderson

Charlie Bell

Ashton Carter

Brodie Connolly

Corban Crowther

Tristan Eiselen

Samuel Guest

Shaun Gwillim

Lachlan Haycock

Thomas Holdom

Kiahi Horan

Winner

Jack McManaway

Liam Moffatt

Callum Philpot

Benjamin Pomare

Timothy Pringle

Tyzak Rhind

Jamie Shields

Cody Tanner

Damian Torwick

Gareth Ward-Allen

Shi Jie Yong



Lachlan Haycock

2nd ITU Sprint Triathlon U18 World Championships

36th Australian U20 Cross Country Championships
representing NZSS

Finalists SPORTS TEAM OF THE YEAR

Canoe Slalom : Rowing Springbok Cup Team:

Clay Target : Rugby Sevens : Cricket : Squash :

Football : Surfing : Golf : Tennis : Motocross :

Underwater Hockey : Mountain Biking :

Cross Country Relay Team : Volleyball

Winner



Football 1st X1

6th NZSS Championships :

2nd Super 8

Scored more goals and won more interschool games than any 1st X1 in the schools history

TITANS SPORTSMAN OF THE YEAR
LACHLAN HAYCOCK

Notable Performances.

New Zealand Representative
selection 2018

New Zealand Representative Selection 2018

Charlie Bell

NZ U23 Kayak

team Team

Damien

Torwick

NZ U23 Kayak Team

Hugh Canham

NZ Kayaking

Development Team

Taylor





Harris	NZ Kayaking Development Team
Oliver Puchner	NZ Kayaking Development Team
Lachlan Haycock	NZ U19 Triathlon Elite
Jamie Shields	NZ U19 Triathlon

Lachie Aitken
Lachlan Haycock
Ashton Carter

NZ Kayaking Development Team
NZSS Cross Country team
NZ U17 Kumite Karate

NZSS Moto Cross	1 st
NZSS Canoe Slalom	1 st
NZSS Junior 3 x 3 Basketball	1 st
NZSS Underwater Hockey Junior	1 st
NZ Underwater Hockey Senior	1 st
NZSS Mountain Biking Relay	2 nd
NZSS Beach Volleyball Junior	2 nd
NZSS Cricket	3 rd (2017)
NZSS Sevens	3 rd (2017)

Super Eight	
Badminton	4
Basketball	4
Clay Target Shooting	1
Cricket	2
Cross Country	4
Football	2
Golf	2
Hockey	5

NZSS Open Water Swimming	3 rd Team
NZSS Squash	3 rd
NZSS Surfing	5 th
NZSS Springbok 4 Rowing	5 th
NZSS Tennis	5 th
NZSS Football	6 th
NZSS Golf	6 th
NZSS Volleyball	7 th
NZSS Maadi 8 Rowing	8 th
NZSS Clay Target	10 th

Rugby 1 st XV	8
Rugby 2 nd XV	6
Tennis	2
Volleyball	1

Sam Crawford	NZ U13 Kumite Karate
Brody Connolly	NZ Junior Motocross Team
Jack Preston	NZ U18 Water Polo Squad
Louis Fitzsimmons	NZ Junior Swimming
Tristan Eiselen	NZ Junior Swimming
Jack McManaway	NZ U19 Beach Volleyball
Ben Pomare	NZ U19 Cricket Training Camp
Finn Anderson	NZ Youth Olympic Kayaking team

Declan Dempster
Liam Moffat
Kiah Horan
Travis Hudson
Callum Philpott
Campbell Lucas
Tim Pringle
Tristan Eiselen

NZ Junior Surf Lifesaving
NZ U18 Water Polo Squad
NZ U18 Water Polo Squad
NZ Junior Swimming
NZ Junior Volleyball
NZ U16 Touch Rugby
NZ U19 Cricket Training Camp
NZ Swimming TAP Gold squad



Tauranga Boys' College BOARD OF TRUSTEES

Thomas Holdom	NZ U18 Underwater Hockey
Zac Howe	NZ U18 Underwater Hockey
Jack Tortoiseshell	NZ U18 Underwater Hockey
Sebastian Green	NZ U17 Beach Volleyball
Harry Bailey	NZ Junior Sailing
Cody Tanner	NZ Emerging Black Sox

Gareth Ward-Allen

Aiden Heath
Dean Power
Scott Shipton
Corban Crowther

NZ U18 Underwater Hockey

NZ U18 Underwater Hockey
NZSS U15 Football
NZ U17 Beach Volleyball
NZ Junior Davis Cup Team

Teams Titles

Chairman	Mr Richard Craven
Deputy Chairman	Mr Paul Hamilton
Members	Mr Stan Urwin, Mrs Amanda Gilbertson, Mr Simon Oldham,
Principal	Mr Robert Mangan



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Acknowledgements - STAFFING

Student Representative

Kale Adair (October 2017 - September 2018)

Staff Representative

Mr Gary Patterson

Ryan Bosselmann (October 2018 - September

2019)

Kaumatua
Kuia
Bennett

Mr Tamati Tata

Mrs Hinewai Taingahui, Mrs Merewhiua



On behalf of the Tauranga Boys' College Community, boys, staff, parents and old boys, I thank the members of the Board for their service to the College. Thank you to Staff Representative for many years, Gary Patterson, who is retiring at the end of the year, and to Student Representative, Kale Adair, who leaves school at the end of the year. I acknowledge the support the Board has provided to me as Principal and the Senior Leadership Team, and the confidence the Board has shown in our ability to deliver the Strategic Plan, monitoring progress and support where required. We are fortunate as





that, mentoring progress and support were required. We are fortunate as a College to have the quality, experience and commitment of our Board Members.

Dr Morehu Ngatoko Rahipere MNZM
2/12/1927 - 19/2/2018

2/12/1927 -



It is with considerable sadness we acknowledged the passing of Dr Morehu Ngatoko Rahipere earlier this year. He was a strong supporter of the College over the last 30 years and was instrumental in the development of the College Whare. He was Kaumatua to the Board of Trustees for over 20 years, providing cultural knowledge on Tauranga Moana tikanga and protocols. In 2007 Dr Ngatoko Rahipere became a Member of the New Zealand Order of Merit for services to Maori and over many years has given exemplary service to his community of Tauranga Moana. He gave selflessly of his time, skills and knowledge for the public good, and was passionate about the power of education to enable people to meet their aspirations and potential. He was always available for the Board and I, to provide advice, guidance and cultural support. His huge contribution to education across Tauranga Moana and Aotearoa was recognised in 2015 with the University of Waikato bestowing on him an Honorary Doctorate

Sadly we acknowledge two staff members of the College who passed away during the year.



Mr Rob Wilson

Rob passed away on the 11th January. He was a long term staff member of Tauranga Boys' College and the Western Bay of Plenty Itinerant Music Scheme, giving 13 years service to both Tauranga Boys' and the greater Bay of Plenty. He assisted with bands and ensembles, and played in the production bands. Over Rob's life he was involved in several National Brass Bands touring both the United States and England as well as being a member of the management board for the NZ Brass Band Association. He was an exceptional musician in many areas including playing for the local orchestra and brass bands as well as the Tauranga Big Band.

Mr Wiparata (Russell) Ngatoko

Wiparata passed away on the 29th June, after a short illness. Wiparata was a proud old boy of Te Whanau o Aronui and had returned to teach at Tauranga Boys' College this year. The whole Tauranga Boys' College and Aronui Community were deeply saddened by his death. Wiparata will be remembered fondly as a talented young man, passionate about Māori Performing Arts, Te Reo Māori and Te Ao Māori. He was taken well before his time.

During the year a number of teachers took Maternity Leave and appointments were made to cover for this leave:

Ms Brenda Oakley	-	Ms Jacquetta Moreton
Mrs Abby Sorrenson	-	Ms Bonnie Picot
Mrs Jess Waters	-	Mr Jessie Morgan
Mrs Vicky Lacey	-	Mrs Amy McKernan

Other staff members to leave us during the year were Deputy Principal, Mr Johnson Davis, HOD Mathematics Mr Stephen Tisch, and Academy Assistant Mr Freddie GlenVile. As a result of these resignations Mr Leyton Watson was appointed Deputy Principal Junior School Learning and Achievement, Mr Mike Akkerman was appointed Assistant Principal Student Management, Mr Damien Galvan was appointed Head of Faculty Mathematics and Mr Nathan Bradley was appointed Year 12 Dean. Another appointment has been Mr Joe Thomas as Teacher of Itinerant Music.

At the end of the year we farewelled long-serving teaching staff and wished them well in retirement, Mr Gary Patterson HOF Humanities after 28 years at the College, Mr Athol Binns 15 years of service to Tauranga Boys' College and many more to education, and Mr Paul Blomeley, 1 year at the College but many more teaching at Auckland Grammar. Non-Teaching staff leaving at the end of the year are Mr Gary Wikohika Property Manager after 22 years service to Tauranga Boys' College, Mr Bill Bolton Materials Technology Technician, and Mrs Lucy Kilfoil Learning Support Tutor after 15 years service to the College.

Other staff leaving at the end of the year included Ms Brenda Oakley HOD Music after a significant contribution over 10 years, Ms Kelly Symonds on Maternity Leave, Mr Mitchell Zandstra, Ms Abby Uttley, Ms Katrina McRae, Mr Jarrod Watson, Ms Taryn Thomas, Mrs Julie Leslie and Mr Campbell Ngata who is taking a year's leave. All these staff members have made a significant contribution and the Board joins me in thanking them for the service they have given to the College. To date I have made the following appointments for 2019:

Messrs Dylan Jackson and Shaun McRoberts English



Mr Conor Dykes
Mr George Moore
Mr Paora Ranui
Ms Emily Barnes
Mr Andrew Fredrickson
Mr Mike Guttormson
Mr Jesse Morgan
Visual Arts
Mrs Michelle Stanley
STP

Science
Health & Physical Education
Hospitality
DVC
Science / Guidance
Mathematics

It is very encouraging to report that at this stage the College is fully staffed for 2019 due to our strong reputation and the desirability of Tauranga as a location.

Internal Appointments



Internal Appointments

Mr Phil Adams

Head of Faculty Humanities

Mr Pere Durie

Assistant Principal for 2019

(Ms Win Jones relinquishes her role on
the Senior Leadership Team)

Matua Jo'el Komene

Director of Aronui

Mr Richard Apanui

Assistant Dean



The Board of Trustees joins me in
expressing our thanks to all the staff of





the College for their continual dedication to our boys both inside and outside the classroom. Essential to our success is a committed team working for the benefit of our boys, each component vital to ensure our young men have a sound platform from which to thrive and achieve their potential. My thanks to you all, the Executive Team, the Senior Leadership Team, Heads of Faculty and Middle Managers, Classroom Teachers, Non-Teaching Staff, Property and Grounds Staff, for the work you do for the College. Thank you also to all our wider community who have supported us in growing our boys into good men.

Robert Mangan
Principal

Acknowledgements:

Dr Michael Johnston, Faculty of Education at Victoria University
The Centre for Innovation, Research, Creativity & Leadership in Education (CIRCLE)
Academic Report,
Mr Rob Gilbert
Arts Report.





The National Education Goals

The NEGs

The NEGs are also available in te reo Māori.

[National Education Goals in te reo Māori](#) [DOC, 46 KB]

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)

The revised National Administration Guidelines (NAGs) were updated on 14 December 2017. The NAGs are due to be repealed on commencement of the new strategic planning and reporting framework, that is, 1 January 2020.

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 progress and achieve for success in all areas of The National Curriculum;
 - ii giving priority to student progress and achievement in literacy and numeracy and/or te reo mātāwhiri and pāngarau, especially in years 1–8;
 - iii giving priority to regular quality physical activity that develops

- 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 progress and achievement of Māori students; and
- 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.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.

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, aromatawai and/or assessment, and staff professional development;
- b maintain an on-going programme of self-review in relation to the above

- movement skills for all students, especially in years 1–6;
- b through the analysis of good quality assessment information*, evaluate the progress and achievement of students, giving priority first to:
 - i student progress and achievement in literacy and numeracy and/or te reo mātauranga and pāngarau, 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 2007 or Te Marautanga o Aotearoa;
- c through the analysis of good quality assessment information*, identify students and groups of students:
 - i who are not progressing and/or achieving;
 - ii who are at risk of not progressing and/or achieving;
 - iii who have special needs (including gifted and talented students); and
 - iv aspects of the curriculum which require particular attention;

policies, plans and programmes, including evaluation of good quality assessment information* on student progress and achievement;

- c on the basis of good quality assessment information* report to students and their parents on progress and achievement of individual students:
 - i in plain language, in writing, and at least twice a year; and
 - ii across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo mātauranga and pāngarau;

- d on the basis of good quality assessment information*, report to the school's community on the progress and achievement of students as a whole and of groups (identified through National Administration Guideline 1(c) above) including the progress and achievement of Māori students against the plans and targets referred to in National Administration Guideline 1(e) above.

* Good quality assessment information draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum.



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

NAG 5

Each board of trustees is also required to:

- a provide a safe physical and emotional environment for students;
- b promote health 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, principles or targets set out in the school charter at the same time as the

agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.

Students, parents, or targets set out in the school charter as well as the updated school charter provided to the Secretary for Education under National Administration Guideline 7.

Tauranga Boys' College Charter

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

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 NAGs and NAGs.



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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 1975, with over 190 teaching and non-teaching 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.

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.*



School Description

Vision:

"Best for Boys" – Tama 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 and equity 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

- Commitment to excellence and equity in Teaching and Learning
- Innovative pedagogical and curriculum design for boys
- Quality professional learning
- An inclusive, structured, supportive, orderly and caring learning environment
- Accelerating academic achievement for all boys
- A commitment to Māori boys enjoying and achieving educational success as Māori.

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



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in who
and
am
my
and

VISION FOR OUR BOYS

Pride
I am
where I
from,
House
the





College



At Tauranga Boys' College we value and model these "Good Man" characteristics:

- 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 Tauranga Moana 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

Whakaute / Respect

The way we treat someone, or something. The Tauranga Boys' College Respect Code underpins everything we do

Atawhai / Generous

Supporting those less fortunate - a demonstration of kindness and concern for others



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HE KITENGA MŌ NGĀ TAMU

Pūmau / Loyal

Firm and constant support to people, team and college

Manawaroa / Resilient

Determination and positive attitude in the face of adversity

Manawanui / Committed

Setting goals



and

working
hard to
achieve them
- showing
patience and
seeing
things
through
to the
end



Pono / Honest



STRATEGIC OVERVIEW FOR TAURANGA BOYS' COLLEGE - Key Strategy 1. STUDENT LEARNING			
	Learning Opportunities that meet the diverse needs of learners		
	2019	2020	2021
Curriculum Pathways and delivery	<ol style="list-style-type: none"> 30 Period timetable in response to review and recommendations from 2018 Continue to grow collaboration across learning areas (CALA) in Junior School - Data sharing of students Enable cross curricular approach in Junior School, sharing of units, context and content to support integrated approach to learning through Google classroom Continue to grow Inquiry Programme classes in response to need and review from 2018 Implement recommendations of Academic / Transition models to meet the needs of all students - Future Pathways and Secondary Tertiary Pathways Evaluate, review, modify Academic Coaching Programme as required. Build into website Continue At Risk of Not Achieving (ARoNA) Programme, supported by Achievement Support Tutor, Maori Achievement Mentor and Pacific Tutor Review delivery of NCEA Level 1 as a necessary academic qualification, dependent on NCEA Review Review policy of banding by academic ability in Junior School. Make recommendations for implementation in 2020 	<p>Review curriculum pathways and delivery to ensure the college meets the diverse needs of learners to make sufficient progress to achieve and participate in a coherent pathway to further education, training and employment. Modify as required</p> <p>Coordinate development of Achievement Support Team to address inequity</p>	<p>Review curriculum pathways and delivery to ensure the college meets the diverse needs of learners to make sufficient progress to achieve and participate in a coherent pathway to further education, training and employment. Modify as required</p>
Literacy / Numeracy	<ol style="list-style-type: none"> Analyse Literacy/Numeracy results and respond to analysis in both Junior and Senior School Continue focus on Cross-Curricular Numeracy/Literacy opportunities to maximise opportunities to students to gain Literacy/Numeracy Numeracy/Literacy Achievement Support / Academic Tutor/ Maori Achievement Mentor / Pacific Tutor to identify and support boys at risk, provide interventions based on curricular levels Establish effective Literacy/Numeracy assessments / reporting at Junior School that aligns with KA aspirations based on curriculum levels 	<p>Review and evaluate Literacy / Numeracy results and respond as required. Identify and implement additional strategies as required.</p>	<p>Review and evaluate Literacy / Numeracy results and respond as required. Identify and implement additional strategies as required.</p>
Equity & Excellence	<ol style="list-style-type: none"> Use of data to analyse and highlight issues of equity to inform a strategic approach to address Grow school-wide knowledge of ASSAY as a tool to analyse results and plan in response to need Show value added to individual students over years of schooling - Kahui Ako 	<p>Continue to grow understanding and use of ASSAY for data analysis.</p> <p>Continue to work with Kahui Ako Contributing schools to support use of ASSAY and inputting of data based on agreed</p>	<p>Continue to grow use of ASSAY as a tool to analyse data.</p>

	<ul style="list-style-type: none"> 4. Know variation in results across classes / years 5. HOFs to review 2018 results and respond with changes in assessment schedule or delivery of teaching and learning 6. Use data to identify students with additional learning needs and implement support - Learning Centre - Special Assessment Conditions - Reading Programme. 	assessment measures.	
Māori Achievement	<ul style="list-style-type: none"> 1. Review academic achievement of Māori boys, identify and prioritise deliberate acts to accelerate Māori achievement. 2. Grow knowledge and understanding of Taaitake Cultural Competencies for Teachers of Māori Learners to support their work in CR and RP practice for Māori Learners. 3. Key strategies and actions are implemented to accelerate Māori Achievement - see Target 1.2 and engagement. 4. Support Te Whānau o Aronui, achieving vision for Māori Learners in Aronui. 	Continue to review, respond and implement deliberate acts of strategies to accelerate Māori achievement. Utilise capacity of Kahui Ako to grow links with iwi and whānau to grow knowledge in Tauranga Moana Tikanga.	Review, respond and implement deliberate acts and strategies to accelerate Māori achievement.
Academic Excellence	<ul style="list-style-type: none"> 1. Analyse NCEA / Scholarship / University results to inform future planning - Department Level / Schoolwide Level 2. Departments review results, respond with strategies for improvement through alteration to assessments, delivery of teaching and learning programmes. 3. Continue strategies to focus on excellence - Excellence Assemblies, Excellent Report Morning Teas, Centurions, Gold Group, Credits to Date to students regularly through year. 4. Review reduction of assessment across Senior School to 20 Credit subject to assess impact on quality of achievement and to guide response in 2020. 	Review and Evaluate results and respond to identified needs.	Review and Evaluate results and respond to identified needs.



Tactic	2019	2020	2021
Priority Learners - Special Needs	<ul style="list-style-type: none"> 1. Successfully transition all new Year 9 students operating Level 1 and Level 2 of the NZ Curriculum into Tauranga Boys' College. 2. Gather accurate data on the students' social, emotional, academic and behavioural needs from the contributing schools, parents and any agencies involved to inform programmes. 3. Review Room 49 "Respite Room" and respond as required. <p>Inclusiveness:</p> <ul style="list-style-type: none"> 1. Continue with the "Passport to TBC" Year 8 Transitional Group of anxious young men 2. Get Special Needs Students involved in as much of the wider school programmes as possible 3. Provide an appropriate learning programme to meet the students' needs 4. All ORRs funded students have Individual Educational Plans 5. All other Special Needs Students have a planned academic pathway. 6. All Special Needs students to attain Certificate of Work & Community Skills during their time at the College. 7. Over a 2/3 year period work towards NCEA Level 1 8. ORRs funded students have work experience opportunities whilst at school. <p>AD/ASD/ADHD Students</p> <ul style="list-style-type: none"> 1. To provide a safe respite class for students with additional social and emotional needs (Room 49) 2. To have a place for these students to meet at interval and lunchtime 3. To work closely with parents/caregivers of these students 4. To provide transition meetings with caregivers/students/support agencies to develop appropriate programmes 5. To adapt Students' Programmes to allow them to manage the challenge of the environment. 	Review and respond to identified needs.	Review and respond to identified needs.
Future Pathways	<ul style="list-style-type: none"> 1. Respond to the external audit by developing a Strategic Plan for Future Pathways. 2. Establish a sense of "team" identity and collaboration. 3. Implement the use of appropriate technology tools 4. Review STP and make adjustments as required 5. Establish using the TBC Old Boys Network the opportunities available in the workplace 6. Continue to work with outside agencies eg Toi Ohomai, Priority One 7. Review progress to ensure the secondary pathway to tertiary is smooth and work with the Future 	Review and implement identified strategies. Make recommendations to evolve the Secondary Tertiary Programme (STP)	Review and evaluate

	c. Develop strategies to update the community on what is happening in the world and work within the Future Pathways Programme.		
Pacific People	<ol style="list-style-type: none"> 1. Review academic achievement of Pacific students. 2. Support Pacific Student Mentor and Pasifika Rise Programme 3. Develop Pacific Studies Programme 	Review and evaluate academic results of Pacific students and support programmes. Continue to grow and support Pacific achievement.	Review, respond and implement support for Pacific students.

Being trustworthy

Key Strategy	3. CULTURE		
	Provide an inclusive culture by being 'Better than Before'		
	2019	2020	2021
Being a <i>Tūrangawaewae</i>	1. Foster and strengthen sense of belonging through rituals and traditions. 2. Transition boys into College to enhance sense of belonging - Year 9 Powhiri / Welcome Year 9 Social Studies - Aroha, local historical sites Form classes / Houses / whole school assemblies History of Tauranga Boys' College 3. Strengthen Form Teacher relationships with students - Buddy Form Teachers 4. Refine House Competition - to increase participation, enjoyment, engagement 5. Increase involvement in Co-curricular Programme - Sport and Arts 6. Strengthen staff engagement through dialogue, acts, briefing/messaging/social activities/ humour 7. Strengthen Old Boys' Association ties with the College.	Review strategies to enhance sense of belonging and place - - for students - staff - whānau and family - old boys	Review and evaluate and implement changes as required.
Accelerating Excellence	1. Accelerate the pursuit of excellence in all areas of endeavour - Academic / Sport / Culture / Service / Leadership / Behaviour through rewarding, recognising and modelling 2. Strengthen a desire in boys to achieve their potential and seek improvement and excellence	Review and evaluate levels of achievement of excellence Review, accelerate 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, Structured and caring Environment	1. Incorporate our Respect Code and Good Men Values. 2. Incorporate PB4L philosophy and practice into our pastoral care and student management systems. 3. Grow the capacity of PRTs and teachers new to the College to incorporate restorative practice into their student management. 4. Deliver values education in the Year 9 core Social Studies and H & PE curriculum using the House Values Booklet and programme Hauora. 5. Deliver restorative practice to students.	Review and evaluate the impact PB4L is having on the culture within the school. Modify where appropriate. Review and evaluate "values" education model.	Review and evaluate

	<ul style="list-style-type: none"> 5. Ensure opportunities as they arise to highlight values of 'goodness' and actions to reinforce, e.g. Assemblies 6. Review NZCER "Me and My School" - Kahui Ako, House Assemblies, Form Time and Across School Teacher/Student/Staff and whānau survey results to identify area of focus and needs to enhance student wellbeing. 7. Ensure Health & Safety Policies & Procedures are robust. 8. Promote opportunities for service to school and community 		
Communication & Collaboration	<ul style="list-style-type: none"> 1. Maintain communication strategy to stakeholders and community, including electronic communication, website / social media - reporting on student progress / achievement across all areas of endeavour. 2. Further electronic links to increase engagement and information flow to parents / whānau / family / community. 3. Strengthen opportunity for engagement and consultation to strengthen relationships / collaboration. 4. Strengthen Tauranga Peninsular Kahui Ako collaboration to grow capacity of the Kahui Ako. 5. Grow knowledge of parent portal enabling parent access to academic progress, reporting, attendance, profiling. 6. Strengthen educationally powerful connections with Māori / Iwi / Hapu and whānau through strategies to increase engagement. 	<p>Continue to grow and improve electronic communication to community and stakeholders.</p> <p>Continue to consult and collaborate with community to ensure college is responsive to the needs of its community.</p> <p>Strengthen Tauranga Peninsula Kahui Ako with local network of schools.</p>	<p>Continue development of communication strategy dependent on the emerging technology</p> <p>Review and implement changes as required.</p>

Key Strategy	4. RESOURCES			
	Provide a well-resourced learning environment.			
	2019	2020	2021	
Staff	<ul style="list-style-type: none"> 1. Maintain robust process for appointment of new staff. 2. Ensure quality induction process for new staff and quality support for provisionally registered teachers to gain full registration. 3. Grow capacity of existing staff through access to quality school wide professional learning programme 4. Resource opportunities for external professional learning as required to meet identified needs of staff 5. Ensure staff feel valued and supported in a variety of ways. 6. Utilise resources available through Kahui Ako to deliver professional learning based on inquiry approach based on culturally responsive, relational pedagogy. 7. Maintain an awareness of staff wellbeing and provide support and implement programmes as required based on identified needs. 	<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</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	<ul style="list-style-type: none"> 1. MoE to prepare Condition Assessment of Buildings 2. Develop 10 YPP in partnership with MoE Consultant 3. Allocate SYPA funding as determined in planning and undertake projects and maintenance as scheduled. 4. Progress planning and development of 12 Classroom Block 5. Review entitlement to teaching space, project future roll, lobby MoE for suitable replacement classrooms for 9 Relocatables to manage existing demand. 6. Maintain dialogue with MoE to ensure timely response to issue of roll growth and demand for additional teaching spaces. 7. Plan and undertake remediation of Maths, Administration, Business Studies, Arts, Main Block and Staffroom. 8. Complete fit out of Wharekai for Aronui. 9. Investigate remedial / replacement of Wharekai Carvings. 10. Support Titan Sports Council / Old Boys' Association with proposal for MultiSport Facility / Old Boys' Pavilion on Nicholson Field. 11. Address need for Specialist Music Facilities and Stage 3 development of Technology facilities 12. Plan and upgrade changing facilities on Southey Field and Nicholson Field. 	<p>Continue with SYPP maintenance and replacement as planned</p> <p>Progress development of 12 Classroom Block and remediation of Blocks with water tightness issues.</p> <p>Continue work with MoE to plan for increased demand for teaching spaces due to roll growth and curriculum delivery.</p>	<p>Continue with SYPP maintenance and replacement as planned. Projected completion date February 12 Classroom Block.</p> <p>Continue work with MoE to plan for increased demand for teaching spaces due to roll growth and curriculum delivery.</p>	
Ensuring Equity	<ul style="list-style-type: none"> 1. Develop policy and procedures to address issues of inequity in relation to access to curriculum and resources. 2. Reduce barriers to accelerate achievement. 3. Further enhance access to devices to ensure BYOD does not create inequity. 4. Partner with Old Boys' Association to develop "Student Support Fund" to reduce inequity. 	<p>Review and implement changes as required.</p>	<p>Review and evaluate</p>	

	5. Grow awareness of accessible support mechanisms to address inequity in curricular and co-curricular aspects /uniform /stationary /etc 6. Identify and support students where inequity is a barrier to achievement.		
Funding Strategy	1. Support Business Development Manager to create additional funding streams for the College. 2. Implement Funding Strategy with specific KPI's - key performance indicators and financial targets. 3. Monitor performance of BDM in relation to KPIs. 4. Modify Funding Strategy as required throughout the year. 5. Strengthen links with Old Boys' Association, Acorn Trust and establish Endowment Programmes. 6. Review collection of School Donation, Subject Costs and develop strategies to enhance these. 7. Review International Students Strategic Plan and refine strategy. 8. Investigate strategy for growing sustainability practices across College, and implement actions.	Review Funding Strategy and refine as required.	Review Funding Strategy and refine and resource accordingly.
Co-Curricular	1. Resource delivery of co-curricular activities at the College to ensure quality programmes available in Sport and Arts. See Titans Sport and Apple Arts Strategic Plan. 2. Ensure staff involved are valued and acknowledged appropriately and are encouraged to contribute to co-curricular programmes. 3. Plan development of further facilities to meet demand and address issues related to inadequacy of current facilities. 4. Provision for replacement of existing facilities - Hockey Turf, Tennis Courts	Review and respond as required to meet identified needs.	Review and respond as required to meet identified needs.

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
- accelerating achievement for all students with a strategic focus on priority learners including Maori and Pacific people



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 to meet identified needs

3. Culture

An inclusive culture by being better than before:

- pursuing academic excellence.
- upholding a supportive, structured, orderly and caring environment
- growing leadership opportunities and capacity
- celebrating student success
- promoting cocurricular opportunities
- upholding Tikanga and Kawa Maori and fulfilling responsibilities inherent in the Treaty of Waitangi
- 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:

- addressing issues of inequity
- 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

Key Strategy	2. PROFESSIONAL LEARNING		
	Professional learning grows teacher capability through personal inquiry to improve pedagogy		
Teaching as Inquiry	<p>2019</p> <p>Utilise resources of Kahui Ako - Across School Teachers, Within School Teachers, to deliver Professional Learning Programmes based on teacher personal inquiry within the context of culturally responsive, relational pedagogy:</p> <ol style="list-style-type: none"> 1. Professional Learning Groups / Treaty of Waitangi 2. Restorative Practice - Positive Behaviour 4 Learning 3. Own Inquiry into Pedagogy <p>Utilise PLD for individualised training in ICT implementation into Teaching & Learning.</p> <p>Link teaching as inquiry model to appraisal process and document.</p> <p>Key focus on growing awareness of equity and excellence in Teaching and Learning.</p>	<p>2020</p> <p>Model of delivery dependent on continuation of Kahui Ako.</p> <p>Refine as required, based on staff and student feedback and surveys, and identified need.</p> <p>Further develop understanding of equity and excellence and incorporate into personal inquiry.</p>	<p>2021</p> <p>Evaluate and review, based on evidence.</p>

CHARTER CONSULTATION & DEVELOPMENT

Consultation has occurred with the following groups

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.NZCER 'Me and my School', Kahui Ako AST Surveys
- 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, Pacific-specific, Achievement Support, 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 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 whānau 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, whānau 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



ANNUAL PLAN 2019 - (Outline only - full details of outcomes, implementation, timeframe and resourcing in Annual Targets Section)

1. STUDENT LEARNING	OUTLINE	RESPONSIBLE
Curriculum Pathways	<ol style="list-style-type: none"> 30 Period timetable in response to review and recommendations from 2018 Continue to grow collaboration across learning areas (CALA) in Junior School - Data sharing of students. Enable cross curricular approach in Junior School, sharing of units, context and content to support integrated approach to learning through Google classroom. Continue to grow Inquiry Programme classes in response to need and review from 2018. Implement recommendations of Academic / Transition models to meet the needs of all students - Future Pathways and Secondary Tertiary Pathways Evaluate, review, modify Academic Coaching Programme as required. Build into website. Continue At Risk of Not Achieving (ARONA) Programme, supported by Achievement Support Tutor, Maori Achievement Mentor and Pacific Tutor. Review delivery of NCEA Level 1 as a necessary academic qualification, dependent on NCEA Review. Review policy of banding by academic ability in Junior School. Make recommendations for implementation in 2020. 	EXEC WAT GLB
Equity & Excellence	<ol style="list-style-type: none"> Use of data to analyse and highlight issues of equity to inform a strategic approach to address Grow school-wide knowledge of ASSAY as a tool to analyse results and plan in response to need. Show value added to individual students over years of schooling - Kahui Ako Show variation in results across classes / years HOFs to review 2018 results and respond with changes in assessment schedule or delivery of teaching and learning Use data to identify students with additional learning needs and implement support - Learning Centre - Special Assessment Conditions - Reading Programme. 	EXEC WAT GLB
Māori Achievement	<ol style="list-style-type: none"> Review academic achievement of Maori boys, identify and prioritise deliberate acts to accelerate Maori achievement. Grow knowledge and understanding of Taaitako Cultural Competencies for Teachers of Maori Learners to support their work in CR and RP practice for Maori Learners. Key strategies and actions are implemented to accelerate Maori Achievement - see Target 1.2 and engagement. Support Te Whānau o Aronui, achieving vision for Maori Learners in Aronui. 	EXEC/SLT DUR
Literacy/ Numeracy	<ol style="list-style-type: none"> Analyse Literacy/Numeracy results and respond to analysis in both Junior and Senior School. Continue focus on Cross-Curricular Numeracy/Literacy opportunities to maximise opportunities to students to gain Literacy/Numeracy Numeracy/Literacy Achievement Support / Academic Tutor / Maori Achievement Mentor / Pacific Tutor to identify and support boys at risk, provide interventions based on curricular levels Establish effective Literacy/Numeracy assessments / reporting at Junior School that aligns with KA aspirations based on curriculum levels. 	EXEC WAT GLB
Academic Excellence	<ol style="list-style-type: none"> Analyse NCEA / Scholarship / University results to inform future planning - Department Level / Schoolwide Level Departments review results, respond with strategies for improvement through alteration to assessments, delivery of teaching and learning programmes. Continue strategies to focus on excellence - Excellence Assemblies, Excellent Report Morning Teas, Centurions, Gold Group, Credits to Date to students regularly through year. Review reduction of assessment across Senior School to 20 Credit subject to assess impact on quality of achievement and to guide response in 2020. 	EXEC GLB WAT
Reliability	<ol style="list-style-type: none"> Successfully transition all new Year 9 students entering Level 1 and Level 2 of the NZ Curriculum into Tauranga Boys' College. 	EXEC

Priority Learners - Special Needs	<ol style="list-style-type: none"> Gather accurate data on the students' social, emotional, academic and behavioural needs from the contributing schools, parents and any agencies involved to inform programmes. Review Room 40 "Respite Room" and respond as required. <p>Inclusiveness:</p> <ol 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 Educational Plans All other Special Needs Students have a planned academic pathway All Special Needs students to attain Certificate of Work & Community Skills during their time at the College. Over a 2/3 year period work towards NCEA Level 1 ORRs funded students have work experience opportunities whilst at school. <p>AD / ASD / ADHD Students</p> <ol style="list-style-type: none"> To provide a safe respite class for students with additional social and emotional needs (Room 49) To have a place for these students to meet at interval and lunchtime To work closely with parents/caregivers of these students To provide transition meetings with caregivers/student/support agencies to develop appropriate programmes To adapt Students' Programmes to allow them to manage the challenge of the environment. 	STU STR
Future Pathways	<ol style="list-style-type: none"> Respond to the external audit by developing a Strategic Plan for Future Pathways. Establish a sense of "team" identity and collaboration. Implement the use of appropriate technology tools Review STP and make adjustments as required Establish using the TBC Old Boys Network the opportunities available in the workplace Continue to work with outside agencies eg Toi Ohomai, Priority One Develop strategies to update the community on what is happening in the world and work within the Future Pathways Programme. 	EXEC GLB JON MEY SMI

Tauranga Boys' College is committed to upholding the provisions of the Treaty of Waitangi, to acknowledge the unique position of Māori 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 Māori and te reo Māori through the provision of Te Whanau a Aronui, a whānau unit that is an integral part of the school. Te reo Māori 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 Pacific 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

1. STUDENT LEARNING	OUTLINE	RESPONSIBLE
Pacific People	<ol style="list-style-type: none"> Review academic achievement of Pacific students. Support Pacific Student Mentor and Pacific Rise Programme Develop Pacific Studies Programme 	EXEC WAT/GLB DVN

importance of Māori 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 addition of Māori 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 Māori have taken Te Reo as an option in their first year at the College. This continues in 2019. 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 Aronui, accelerate classes and specialist learning needs class are also integrated into Form Class and Houses, taking full part in the life of the College.

2. PROFESSIONAL LEARNING	OUTLINE	RESPONSIBLE
Teaching as Inquiry	<p>Utilise resources of Kahui Ako - Across School Teachers, Within School Teachers, to deliver Professional Learning Programmes based on teacher personal inquiry within the context of culturally responsive, relational pedagogy:</p> <ol style="list-style-type: none"> Professional Learning Groups / Treaty of Waitangi Restorative Practice - Positive Behaviour 4 Learning Classroom Management 	EXEC DUR AST's WST's

3. Own inquiry into Pedagogy

Utilise PLD for individualised training in ICT implementation into Teaching and Learning

Link teaching as inquiry model to appraisal process and document.

Key focus on growing awareness of equity and excellence in Teaching and Learning.

Documents and Programmes that inform our practice

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



3. CULTURE	OUTLINE	RESPONSIBLE
Being a Turangawaewae	<ol style="list-style-type: none"> 1. Foster and strengthen sense of belonging through rituals and traditions. 2. Transition boys into College to enhance sense of belonging: - Year 9 Powhiri / Welcome Year 9 Social Studies - Aroha, local historical sites Form classes / Houses / whole school assemblies History of Tauranga Boys' College 3. Strengthen Form Teacher relationships with students - Buddy Form Teachers 4. Refine House Competition - to increase participation, enjoyment, engagement 5. Increase involvement in Co-curricular Programme - Sport and Arts 6. Strengthen staff engagement through deliberate acts, briefing/messaging/social activities/ humour 7. Strengthen Old Boys' Association ties with the College. 	SLT MAN WAT ALL
WAT ALL	<ol style="list-style-type: none"> 1. Accelerate the pursuit of excellence in all areas of endeavour - Academic / Sport / Culture / Service / Leadership / Behaviour through rewarding, recognising and modelling 2. Strengthen a desire in boys to achieve their potential and seek improvement and excellence 	SLT
Growing Good Men in a Supportive, Orderly, Structured and caring Environment	<ol style="list-style-type: none"> 1. Incorporate our Respect Code and Good Men Values. 2. Incorporate PB4L philosophy and practice into our pastoral care and student management systems. 3. Grow the capacity of PRTs and teachers new to the College to incorporate restorative practice to their student management. 4. Deliver values education in the Year 9 core Social Studies and H & PE curriculum using the House Values Booklet Hauora. 5. Ensure opportunities as they arise to highlight values of "Good Men" and actions to reinforce, e.g. Assemblies 6. Review NZCER "Me and My School" - Kahui Ako, House Assemblies, Form Time and Across School Teacher/Student/Staff and whanau survey results to identify area of focus and needs to enhance student wellbeing. 7. Ensure Health & Safety Policies & Procedures are robust 8. Promote opportunities for service to school and community 	EXEC/SLT AKE STU
Communication & Collaboration	<ol style="list-style-type: none"> 1. Maintain communication strategy to stakeholders and community, including electronic communication, website / social media - reporting on student progress / achievement across all areas of endeavour 2. Further electronic links to increase engagement and information flow to parents / whanau / family / community 3. Strengthen opportunity for engagement and consultation to strengthen relationships / collaboration. 4. Strengthen Tauranga Peninsular Kahui Ako collaboration to grow capacity of the Kahui Ako. 5. Grow knowledge of parent portal enabling parent access to academic progress, reporting, attendance, profiling. 	EXEC/SLT MAN

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

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

"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, Māori, Pasifika, Special Needs and those identified as at risk.

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



4. RESOURCES	OUTLINE	RESPONSIBLE
Staff	<ol style="list-style-type: none"> 1. Maintain robust process for appointment of new staff. 2. Ensure quality induction process for new staff and quality support for provisionally registered teachers to gain full registration. 3. Grow capacity of existing staff through access to quality school wide professional learning programme 4. Resource opportunities for external professional learning as required to meet identified needs of staff 5. Ensure staff feel valued and supported in a variety of ways. 6. Utilise resources available through Kahui Ako to deliver professional learning based on inquiry approach based on culturally responsive, relational pedagogy. 7. Maintain an awareness of staff wellbeing and provide support and implement programmes as required based on identified needs. 	EXEC/SLT DUR JON
Property/ Buildings	<ol style="list-style-type: none"> 1. MoE to prepare Condition Assessment of Buildings 2. Develop 10YPP in partnership with MoE Consultant 3. Allocate SYPA funding as determined in planning and undertake projects and maintenance as scheduled. 4. Progress planning and development of 12 Classroom Block 5. Review entitlement to teaching space, project future roll, lobby MoE for suitable replacement classrooms for 9 Relocatables to manage existing demand. 6. Maintain dialogue with MoE to ensure timely response to issue of roll growth and demand for additional teaching spaces. 7. Plan and undertake remediation of Maths, Administration, Business Studies, Arts, Main Block and Staffroom. 8. Complete fit out of Wharekai for Aorangi. 9. Investigate remedial / replacement of Wharekai Carvings. 10. Support Titan Sports Council / Old Boys' Association with proposal for Multi Sport Facility / Old Boys' Pavilion on Nicholson Field. 11. Address need for Specialist Music Facilities and Stage 3 development of Technology facilities 12. Plan and upgrade changing facilities on Southway Field and Nicholson Field. 	MAN STU MER
Ensuring Equity	<ol style="list-style-type: none"> 1. Develop policy and procedures to address issues of inequity in relation to access to curriculum and resources. 2. Reduce barriers to accelerate achievement. 3. Further enhance access to devices to ensure BYOD does not create inequity. 4. Partner with Old Boys' Association to develop "Student Support Fund" to reduce inequity. 5. Grow awareness of accessible support mechanisms to address inequity in curricular and co-curricular aspects Uniform / stationery / etc 6. Identify and support students where inequity is a barrier to achievement. 	EXEC ALL
Funding	<ol style="list-style-type: none"> 1. Continue employment of Business Development Manager to create additional funding streams for the College. 2. Implement Funding Strategy with specific KPI's - key performance indicators and financial targets. 	MAN HAH

Strategy	<ul style="list-style-type: none"> 3. Monitor performance of same in relation to KPIs. 4. Modify Funding Strategy as required throughout the year. 5. Strengthen links with Old Boys' Association, Acom Trust and establish Endowment Programme. 6. Review collection of School Donation, Subject Costs and develop strategies to enhance these. 7. Review International Students Strategic Plan and refine strategy. 8. Investigate strategy for growing sustainability practices across College, and implement actions. 	
Co-Curricular	<ul style="list-style-type: none"> 1. Resource delivery of co-curricular activities at the College to ensure quality programmes available in Sport and Arts. - See Titans Sport and Apollo Arts Strategic Plan. 2. Ensure staff involved are valued and acknowledged appropriately and all encouraged to contribute to co-curricular programmes. 3. Plan development of further facilities to meet demand and address issues related to inadequacy of current facilities. 4. Provision for replacement of existing facilities - Hockey Turf, Tennis Courts 	MAN BYD PAG

"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 nine 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 was the further inclusion of restorative practice into the College as part of the PB4L programme and the extension of a PLG Group in 2019 specifically focused on restorative practice targeted towards our Provisionally Registered Teachers and teachers new to Tauranga Boys' College.

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

Education Review Office National Reports:

1. **Educationally Powerful Connections"**
2. **Raising Student Achievement**
3. **What Drives Learning in the Senior Secondary School** May 2018: This ERO Report describes how schools were working towards developing a senior curriculum which was coherent delivering the NZ Curriculum while making the best use of NCEA to demonstrate achievement. It has been used to inform us in the development and implementation of our senior curriculum.
4. **Leading Innovative Learning in New Zealand Schools April 2018**: This report outlines how schools are equipping their students with the knowledge, skills and qualifications required to set them up for the future. It has been useful as we develop a future focused curriculum in informing its development and delivery.
5. **School Improvement for Equity and Excellence 2016**: This paper outlines the context and conditions required for school improvement for equity and excellence. This outlines areas we need to focus on to improve as a College in terms of equity and excellence to inform our target setting actions and internal measures of evaluation.

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 tracking 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] - renamed Tauranga Peninsula Kahui Ako in 2018.

Tauranga Boys' became a member of the Tauranga Peninsula Community of Learning in 2016.

See Appendix 1 - page 106

Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
Level 1 Pass rates: 2018 - 67.1% 2017 - 73.3% 2016 - 78.6% 2015 - 79.5% 2014 - 73.5%	Level 1 NCEA achievement at or above 80%	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	Ongoing	BOT Principal EXEC HOD	Time	Message delivered at key forums	BOT EXEC
Level 1 Literacy 2018 - 83.9% 2017 - 85.8% 2016 - 87.8% 2015 - 92.2% 2014 - 88.5%	Level 1 Literacy achievement at or above 95%	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. Achievement, Retention and Transition (ART) Project • partnership with MOE • identify, track and inform a group of students using a range of interventions where appropriate.	Ongoing	EXEC/SLT/HOD	Time	Goal outlined at key meetings with appropriate stakeholders	EXEC
Level 1 Numeracy 2018 - 81.5% 2017 - 85.8% 2016 - 86.4% 2015 - 89.9% 2014 - 87.4%	Level 1 Numeracy achievement at or above 90%	Trades Academy • 14 students in a partnership with TBC & WBOPP • Integrated learning programme for literacy and numeracy. Establish a RPM Study Centre for targeted M&M students. Study Leave not to be granted for at-risk students. Tutors available to support students. Department Level: Department Reporting and Interviewing • 2 times a year, including goal setting • Dept target setting in mid – year interview, published goals • Departmental tutorials Academic Tutors: • Identification & Assemblies with M & M Boys	Term 1 Term 2, 3 and 4 Terms 1, 3 and 4 Terms 3, 4 End of Term 2	EXEC Form Teachers ELM, SMI, GIL MAS MAS GILB, TIS Tutors	MAS KAMAR MAS	Survey - Staff Students Parents HOD A.T's Report Reports and interviews conducted	EXEC Term 4 GIL - Ongoing GLB GLB/MAN Terms 1, 3 and 4.
Level 2 Pass Rates 2018 - 79.8% 2017 - 88.4% 2016 - 79.8% 2015 - 82.8% 2014 - 77.0%	Level 2 NCEA achievement at or above 80%						
Level 3 Pass Rates 2018 - 65.0% 2017 - 64.4% 2016 - 78.5%	Level 3 NCEA achievement at or above 75%						

2015 - 64.1% 2014 - 60.6% U.E Pass Rates: 2018 - 41.6% 2017 - 42.7% 2016 - 59.9% 2015 - 49.8% 2014 - 48.4%	UE at or above 60%	• Letter home to those boys who are on track to achieving L1 - positive reinforcement					
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Reporting on

Annual Targets **2018**

Analysis of Variance

2018 TARGET 1.1 : STUDENT LEARNING - Academic Achievement TARGET: To raise the level of achievement for boys in NCEA



1.1 Continued...

Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
Level 1 Pass rates: 2018 - 54.7% 2017 - 58.2% 2016 - 68.1% 2015 - 65.1% 2014 - 65.5%	Level 1 NCEA achievement at or above 80%	CLOSING THE GAPS EXEC Evidence to accelerate hui utilising CoL facilitators. Reflect, Review and Act Hui. To what extent does the Level 2 data look like? What do you need to do to achieve the Public Service goals of 85% of all 18 year olds achieving NCEA Level 2 by 2018? Review, Reflect and Act		Key Literacy and numeracy leaders		Hui undertaken, review and goals set.	BOT EXEC
Level 1 Literacy 2018 - 73.7% 2017 - 81.6% 2016 - 85% 2015 - 91.3% 2014 - 81.8%	Level 1 Literacy achievement at or above 95%	Responsive and Deliberate Acts Whakapiki Are presented to Maori students. Ngati Ranginui Maori Mentoring Programme with Year 12 student cohort. Year 11 cohort attend local health/medicine careers workshop.		Exec		Combined effort of achieving NCEA Targets.	EXEC BOT Maori Community.
Level 1 Numeracy 2018 - 70.5% 2017 - 81.6% 2016 - 80.5% 2015 - 81.9% 2014 - 77.3%	Level 1 Numeracy achievement at or above 90%	Students identified in week 1 of 2018 that did not achieve Level 1 NCEA. These students interviewed to identify specific areas of strengths/weaknesses, respond to learning programme if necessary to better capture their interests/career pathways.		Exec Academic Tutors DUR Achievement Tutor Form Teachers Teachers			
Level 2 Pass Rates 2018 - 71.8% 2017 - 94.3% 2016 - 68.9% 2015 - 75.8% 2014 - 59.5%	Level 2 NCEA achievement at or above 80%	Students given letters with dates/times of external examinations. This pack included an up to date credit summary with the number of credits gained and the number they were still able to get. Email sent home to all parents of students identified as falling short of the required credits for NCEA Level Two. Academic Coaching by form teachers / whanau conference.					
Level 3 Pass Rates 2018 - 53.4% 2017 - 58.5% 2016 - 72.9% 2015 - 44.3% 2014 - 61.7%	Level 3 NCEA achievement at or above 75%	These students identified as candidates by tutors and teachers for the VIP Academy programme are approached and a meeting set up with parents. This programme is tailored to a team/ collaborative environment and has a high success rate for Maori students. Academy members are immersed into a team working environment where most of the course is conducted in an open					

<p>UE</p> <p>2018 - 24.7%</p> <p>2017 - 26.2%</p> <p>2016 - 43.8%</p> <p>2015 - 37.7%</p> <p>2014 - 25.5%</p> <p>2013 - 31.4%</p>	<p>UE after above 60%</p>	<p>communication setting. This has been identified as a key motivator for Maori success.</p> <p>Timetabled Financial Literacy class offering further learning opportunities.</p> <p>Estimated credits by subject teachers. Collated and analysed.</p>		
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Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When	
		Subject Teacher • Tailoring our focus on Maori using ethnicity button on KAMAR • Estimated credits inputted into KAMAR	Ongoing		Cost for ph calls Admin Support to make follow-up calls	Key action on "What's On" Implemented by Form Teachers	EXEC	
		Form Teachers • Form teacher to contact home about important upcoming events – report evenings/parent hui	Ongoing Term 1		Venue / SMS data Catering / Admin	Implemented by Form Teachers Event attended and delivered by parents and form teachers		
		School • Targeted Maori Parents Evening for Parents and Carers of Year 9 boys • Letter home to parents sharing the schools concern about Maori achievement/attendance. Letter has survey capability.	Term 1		KEP Support Cost for guest speakers Koha- Kaumatua	Event delivered Letter sent	BOT EXEC	
		Teacher Professional Learning – Kia Eke Panuku • PL for academic coaching for all staff • Tataiako – Cultural Competency. • Guest speaker to staff focusing on tangata whanuatanga and whanaungatanga and to draw links to classroom practice and teacher influence / making a difference • Establish a RPM Study Centre for targeted Maori students. • Study Leave not to be granted for at-risk students. • Tutors available to support students.	Term 1					
			Term 2		Support Venue TRD Catering	PD provided as needed Guest speaker presents to staff PL and development of ETP	BOT EXEC SLT	
					Admin Catering/Venue/ Teaching Staff	Study Centre actioned Boys attending		
		Maori Achievement Mentor • Tama Tu, Tama Ora. Identify High achieving Maori students in the Years 9, 10 and 11 • Accelerate Programme, Mainstream and Aronui programmes. 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	Ongoing Term 1				DUR appointed Reporting to MANDIS on tasks completed and progress made	
					Time resources MMA Catering Access to operating resource to fund initiatives SMS	Time and feedback/review allocated		
			Term 2					
		Research and Development					EXEC	

NCEA Results –

Māori academic achievement for 2018 is not at the desired level. 2018 evidence of NCEA achievement data supports this.

• 2018 Level 1 Pass rate:	54.7%
• 2018 Level 1 Literacy:	73.7%
• 2018 Level 1 Numeracy:	70.5%
• 2018 Level 2 Pass rate:	71.8%
• 2018 Level 3 Pass rate:	53.4%
• 2018 University Entrance:	24.7%

A positive for 2018 was the number of scholarships gained by Māori students. Five were gained in total. These included two in Drama and one in each of Biology, Physics and Statistics.

Māori academic achievement mirrors the general trend at the College of success for high achieving academic students, and with less than desired results for students in the middle and lower end of the academic scale.

The shadow of the results looms large and there are a number of factors that can be attributed to these. The worry for Māori is that the trend is heading downwards, despite a bubble from the 2017 results. Timetable changes are now settled and have highlighted some areas that may not have been obvious prior to these results.

A dedicated Level 1 NCEA catch up for students in early 2019 has been successful. Regardless of the statistic, it is a positive outcome for these students who have been able to gain their Level 1 NCEA as a result. Such an approach has been discussed as an

Māori Achievement –

Māori achievement is not as straightforward as NCEA results. It is widely recognized that educational success for Māori will achieve the three following goals:

- To live as Māori
- To participate as citizens of the World
- To enjoy good health and a high standard of living

To live as Māori: We have a number of initiatives that promote Māori identity and support Māori students to navigate what this means. We have a Māori cohort that come from the full spectrum of experience in Te Ao Māori. Many are immersed in their culture. Others have their first experience of identifying as Māori here at the College.

To participate as citizens of the World: Many areas of the school are considering how they cater to Māori. These range from curriculum areas, mentoring and support programs, co-curricular programs and external opportunities for students such as 'He Reo He Anamata' and 'Whakapiki Ake'. Māori student leadership has been strong and visible.

To enjoy good health and a high standard of living: As well as curriculum areas, the College places a lot of focus on positive traits and characteristics. The qualities of being a good man and the respect code are examples of this. The College also help with the provision and delivery of support services for students and also Whānau.

In each of these areas the College can point to a

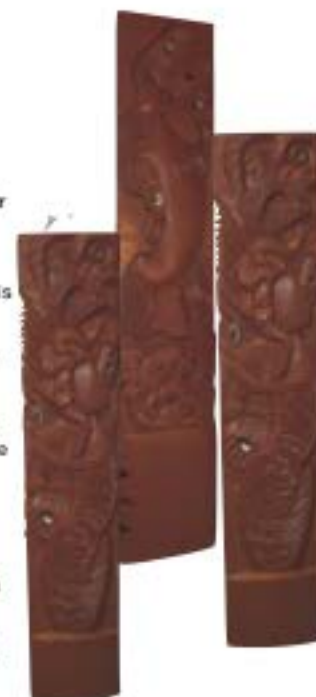
Next steps –

The College is well placed to improve in all areas of Māori achievement. There has been staffing shifts over the past three years that have brought some fresh energy to this space. There is a sense of a collective effort across a range of levels from Senior leadership to middle management to classroom teachers. There is a number of staff experienced with Te Ao Māori that are found in different areas in the College. This is a positive so that the responsibility does not rest with a single individual or singular pocket of the College to carry Te Ao Māori.

Syncing the pockets of responses that are happening will help to capture staff enthusiasm and provide some shape to a broad area. This will in turn help us to respond better to Māori student needs.

There is a strong focus on the need to lift academic achievement. As mentioned, catch up opportunities have been successful. While these will help improve a statistic, they are a short-term fix that is not sustainable or a long term solution. Issues of inequity exist in our College. Students in the middle band and the lower tail are not achieving to a desired or even satisfactory level. It is important that the expectation for Māori to achieve is not lowered. The focus should not be on how Māori succeed in relation to non-Māori. It needs to be on how well these three goals are met.

The solution for improved academic outcomes for Māori lies in the ability of our teachers, our programs and our leaders to ensure that the expectation, support and effort to succeed that is evident in our strongest performing academic students, is also provided for where the need is greatest. The question was recently asked at an academic advisory meeting if there is a



option to help pick up the tail of the Māori underachievement as well. For these students it is a beneficial exercise that will provide them with their qualification and also improve a negative statistic for the College.

number of efforts that have had an impact. The Kāhui Ako with a focus on cultural responsiveness and relational pedagogy has highlighted the need for teachers to consciously consider how they are teaching. However there has been a disconnect between academic research and theory and the pragmatism required in the classroom.

need to do something differently. The evidence points overwhelmingly to the answer being yes – something different needs to occur so that we can ensure that Māori – and indeed all students – can have the opportunity to reach their potential.



Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported / When
Level 1 Pass rates: 2018 - 33.3% 2017 - 50.0% 2016 - 36.4% 2015 - 76.5% 2014 - 42.9%	Level 1 NCEA achievement at or above 80%	Support Pasifika Tutor: . Appoint a Tutor . Align to the Academic Tutor Group in the College so they can get a perspective of the wider school. . Establish community links . Involve the BOT	All Year	WNR Pasifika Tutor ATK - staff member with Pasifika experience at TBC Mrs Tuala ZAN Academic tutors	Text Messaging cost	Numbers in the school that engage with the Group. Parent Feedback	MAN
Level 1 Literacy 2018 - 66.7% 2017 - 60.0% 2016 - 90.9% 2015 - 91.3% 2014 - 81.8%	Level 1 Literacy achievement at or above 95%	School Systems . Improve communication to parents and Pasifika Community (fono) or newsletter each term outlining success . Follow up attendance issues.				Academic Achievement in NCEA	
Level 1 Numeracy 2018 - 54.2% 2017 - 50% 2016 - 63.6% 2015 - 80.2% 2014 - 77.3%	Level 1 Numeracy achievement at or above 90%	Pasifika Tutor . Meetings with Pasifika boys stressing the need to be better than before . Term 2/3 Academic Coaching using Education Plans with Years 11 and 12 Pasifika boys					MAN BOT
Level 2 Pass Rates 2018 - 44.4% 2017 - 80% 2016 - 68.4% 2015 - 41.7% 2014 - 60.0%	Level 2 NCEA achievement at or above 80%	Subject Teacher . Tailoring our focus on Pasifika using ethnicity button on KAMAR . Staff meeting /briefing focus on "how well do I know my boys" - reflection line . Share document that identifies Pasifika boys in department/subject area, raising awareness and what does this mean for department			Professional Development completed		
Level 3 Pass Rates 2018 - 33.3% 2017 - 35.3% 2016 - 81.8% 2015 - 42.9% 2014 - 66.7%	Level 3 NCEA achievement at or above 75%	Form Teachers . Form teacher to contact home about important upcoming events - report evenings /Pasifika parent hui					
UE		Prepare a Pasifika Education Plan to outline strategy to advance achievement of Pasifika students	Term 3	WNR Pasifika Tutor			

2018 - 11.1%	UE at or above 60%						
2017 - 17.6%							
2016 - 45.5%							
2015 - 28.6%							
2014 - 50.0%							





Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
2018 Achievement 15 Senior Students 68% - L1 Literacy 68% L1 Numeracy 90% - Certificate of Work & Community Skills 68% - NCEA L1 80% - of Year 13 students attained NCEA L2 2018 - 54 SAC Students Year 11 (27 students) L1 Literacy - 81% L1 Numeracy - 93% NCEA L1 - 78% Year 12 (11 students) L1 NCEA - 100% L2 NCEA - 82% Year 13 (14 students) L2 NCEA - 100% L3 NCEA - 57% U.E. - 79%	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 IEP 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 Success for All	- 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 school - 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 Needs Olympic Events - Special Needs Staff and Form Teachers complete Academic Coaching plans for Non ORRS funded students - Annulate programs for Special Needs students are available	Term 4 of previous year Term 1 All Year	STU Guidance Tutors STR School Management STR/FAH	Time for visits and interviews Teacher Aide Support Teacher Aide Hours	Student feedback on first 6 weeks of Term Parent Feedback form Review of individual programmes	MAN / STU BOT / Principal

	Work & Community Skills Certificate L1 NCEA over 2/3 year period L1 Literacy L1 Numeracy	- Teacher Aides are available to support learning - Special Needs Senior Students attend and participate in mainstream option classes - supported - Continue developing the Life Skills Programme for all Special Needs students including cooking/washing/personal hygiene.					
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Transition: Feedback from contributing schools and parents have highlighted the strength of the College's Transition Programme. This can be attributed to the following actions:

Learning Needs Staff Meeting with the Student, his Parents and his Year 8 Teacher.
 Student Management Team meet with family and support agencies.
 Pre-School visits for all boys undertaken.
 Transitional Group established - 5 pre-visits to the College to orientate the boys and to meet key people.
 Key Case Worker established for family and student.
 Lunchtime Club established.
 Placed in Form Class with School Prefect who will mentor the young man for the year.

Inclusiveness: Most Learning Needs students are involved in:
 A Vertical Form Class with mainstream students from Years 9 to 13 as well as a school House.
 House, Administration and Principal's Assemblies.
 House Competitions (Work Day, FoodBank, Athletics and Swimming Sports).
 Some Option Classes - supported by Teacher Aides.
 Attend Year 9 Camp at Bowntown.
 Represent the College at local sports events, both as a Special Olympian and mainstream sport.
 Work closely with a Year 13 Prefect as his mentor.
 Run the annual FoodBank Appeal for the entire College.
 Attend the Breakfast Club at school.
 Attend the School Ball as a Year 13 student.

Programme Planning:

All ORRS funded students have individual Education Plans established and reviewed each term with key Tauranga Boys' College staff, family and outside agency support people. These are recorded and filed.
 Non-ORRS funded Learning Needs students have an Academic Plan established and reviewed each term.
 Regular Work Experience undertaken for all Year 13 Learning Needs students to enhance transition into the work force.

Achievement:

Many programmes for Learning Needs students in the Senior School are Life Skilled, based both at school and in the community.
 Some students are working towards achieving NCEA Level 1 over a two to three year period.
 Transitional Programmes are developed with families, the young men and outside agencies.
 Of the Learning Needs senior students who are doing NCEA study almost 90% of them have achieved 40 Credits or above to achieve the Certificate of Work and Community Skills.

Of the nine Year 12 and 13 students (8 of them are ORRS funded with 5 being High Needs) -
 68% of them have NCEA L1 Literacy: 68% of them have NCEA L1 Numeracy: 68% of them have NCEA L1 Certificate
 Of the four Year 13 students studying at Level 2 NCEA:
 80% of them achieved Level 2

A strong component in the Establishing Independence Course is learning Life Skills such as cooking, washing and personal hygiene. With the new facilities this has enabled an extensive programme to be undertaken within the department.

Room 49

In 2018 over 45 students accessed the College's Respite Room to various degrees through the school week.
 Each student who has a modified programme and accesses Room 49 has a case worker liaising with the student, family and outside agencies.

Behaviour Needs Students

Activity Centre 2018

Throughout 2018 -17 students attended the Activity Centre

Of the 17 students that attended:

- Further education institutes (Employ NZ/ Alternative Education / Employment Plus) -6

-Went into Employment - 2

-Returned to the main school- 3

-Moved out of the city to live -2

-Referred to the Truancy Service -1

-Still attending the Activity Centre in 2019 – 3

Of the 3 students that have returned to school, all 3 are senior students who are attending regularly

Of the 17 students 10 of them were involved in a school sport.

In 2018, 4 of the students were Year 11 students who started attending the Activity Centre in 2017.

In 2018 over half of the students spent more than 3 terms at the centre.



Baseline Data	Outcomes	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
% of Excellence							
Level 1							
2018 - 22.9%		HOD Curriculum Meetings targeting interventions	Term 1	GLB		Outcomes 2018	GLB Term 3
2017 - 16.7%		Academic Tutor to interview all Year 13 Accelerate Students	Term 1	SAL	Academic Advisory Group SLT Accelerate Tutor	Excellence Outcomes Student Feedback	SAL Term 3
2016 - 18.2%		New Timetable including Study Pursuits for Year 13s	All Year	GLB			GLB 2019
2015 - 7.8%		Reduce Assessment					
2014 - 6.4%							
Level 2							
2018 - 8.1%		September Scholarship mock exams	All Year	SAL	ICT / BYOD	Scholarship Success in 2018	2019
2017 - 9.4%		Gold Group - Academic elite and competition	All Year	Staff	Mentors	Number of Scholarships	BOT/ Community
2016 - 5.2%							
2015 - 6.6%		University and Scholarship Specialist Classes			Timetabled classes		
2014 - 7.2%							
Level 3							
2018 - 9.2%							
2017 - 5.5%							
2016 - 3.7%							
2015 - 5.6%							
2014 - 4.3%							
NZ Scholarship	Target 45 Scholarships						
2018 - 37							
2017 - 26							
2016 - 21							
2015 - 28							
2014 - 32							

Baseline Data	Outcomes	Actions	Time frame	Personnel Responsible	Resources	How Progress is Measured	To whom Reported /When
Attendance rates historically: 2018 - 84.9% 2017 - 83.5% 2016 - 87.7% 2015 - 86.6% 2014 - 88.7% 2013 - 89.4% Truancy Rates 2018 - 7.5% 2017 - 7.7% 2016 - 6.8% 2015 - 4.9% 2014 - 6.1% 2013 - 4.5% Māori Attendance Rates historically: 2018 - 80.3% 2017 - 78.3% 2016 - 82.6% 2015 - 81.5% 2014 - 83.7% 2013 - 85.7% Māori Truancy Rates 2018 - 11.5% 2017 - 11.7% 2016 - 10.8% 2015 - 8% 2014 - 7.9% 2013 - 6.7% Pasifika Attendance 2018 - 82.2% 2017 - 82.9% 2016 - 85.4% 2015 - 85.6% 2014 - 86.4% 2013 - 87.9%	Attendance Target: School-wide Attendance Target is above 91% Truancy Target: School-wide unexplained target is less than 4% or better Attendance Target for Māori at or above 91% Truancy Target for Māori Students is less than 4% Attendance Target for Pacific Students is 91%	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 * CYF's referral * Rock On - Police, CYF's, MoE * Truancy Officer - Home visits * Deputy Form Teacher an addition to Form Classes * BAK (Kai Awhina) engaging Māori families via home visits * DUR Māori Mentor - academic mentoring * Māori Parent /Teacher/Student Evening * Year 9 Māori Parents Evening * Two Pacific Mentors link up with Pacific	Weekly Term by Term Annually Analysis of Attendance Data	STU - school roll HOW - staff marking Form Teachers - followups Subject Teacher - Marking Joy - Attendance Officer - text messaging coordinator Truancy Officer - Home visits CAR - website, Parent Portal DUR - Māori Mentoring BAK - Kai Awhina	Text Messaging cost	Term by Term data review - STU Weekly analysis by: - Joy - non attendees - HOW - staff marking - STU - roll numbers	MAN / BOT MOE Roll Returns (Quarterly) Audit (Annual)

Pasifika Truancy 2018 - 10.1% 2017 - 9.7% 2016 - 9.1% 2015 - 6.7% 2014 - 8.2% 2013 - 5.7% 2012 - 6.9%	Truancy Target for Pasifika students is less than 4%	students and families * Local Pasifika Leader linked with the College * Pasifika Rise Programme (Monday mornings) - importance of education					
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Attendance Observations for the whole school in 2018 and over the last ten years:

1. Attendance

In 2018 we have seen an increase in whole school attendance over the last year of 1.4%. While we have seen improvements of up to 5.4% over the last ten years the recent rapid growth of the school roll has placed extra pressure on our attendance tracking systems. Extra resources were put in place for 2018 to focus on student attendance which has seen an overall improvement.

2. Truancy

In 2018 we have seen a slight decrease of unexplained absence of 0.2%. Over the last 10 years we have seen an improvement of 6.0%. Reducing truancy remains a key focus in 2019.

3. Māori Attendance

In 2018 we have seen an increase of Māori boys attendance by 2.0%. Over the last 10 years Māori attendance has improved by a pleasing 9.1% which can be attributed to the number of strategies put in place over this period.

4. Māori Truancy

In 2018 truancy amongst Māori students has decreased by 0.2%. Over the last ten years we have seen a truancy reduction of 5.2%. This is a key focus in 2019, as Māori Attendance is well below our attendance targets.

5. Pasifika Attendance

Attendance rates for Pasifika students has been maintained around the 85% mark for the last five years, however in 2017 and 2018 we have observed a decrease in attendance by 2.7%. Our target of 90% is still the goal.

6. Pasifika Truancy

Unexplained absences still remain an area of focus with our Pasifika students. We have seen an increase of truancy of 3.2% over the last seven years, particularly amongst our Tongan and Samoan students.

7. European / Pakeha Attendance and Truancy Rates

European/Pakeha attendance improved by 2.3% in 2018. Unfortunately over the last seven years we have seen a decline in this group's attendance of 3.6%.

8. Asian Attendance and Truancy Rates

Asian attendance rates have remained in the 90% over the last five years. Over the last two years we have noticed a reduction in overall Asian students' attendance, particularly Indian boys.

Baseline Data	Outcomes	Actions	Timeframe	Personal Responsible	Resources	How Progress is Measured	To Whom Reported / When
NZ Scholarship 2018 - 37 2017 - 26 2016 - 21 2015 - 28 2014 - 32	Target 40 Scholarships	<ul style="list-style-type: none"> • Collate list of ID boys who are at risk of not achieving L1/L2 <ul style="list-style-type: none"> - Estimated Credits Database - Teacher Referral • At risk boys fall into the following categories: <ul style="list-style-type: none"> 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 1 Term 2	STAFF HOD	KAMAR/STAFF	KAMAR	
NCEA Level 1 Excellence Endorsement 2018 - 22.9% 2017 - 16.7% 2016 - 18.2% 2015 - 7.8% 2014 - 6.4%	Certificate Excellence Endorsement at or better than the national average for decade 4-7 boys.	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Tailoring our focus on M & M using ethnicity button on KAMAR • Estimated credits inputted into KAMAR • 80% pass rate goal for Level 1 Teachers 	Ongoing	GIL	Cost for ph calls Admin Support to make follow-up calls Venue / SMS data Catering / Admin	NCEA LEVEL 1 Pass rate	
NCEA Level 2 Excellence Endorsement 2018 - 8.1% 2017 - 9.4% 2016 - 5.2% 2015 - 6.6% 2014 - 7.2%		Form Teachers <ul style="list-style-type: none"> • Academic Coaching • Relationship building Gifted & Talented <ul style="list-style-type: none"> • Gold Group to raise the number of scholarships • Raise the number of excellences 	Ongoing	GIL/SAL		Key action on "What's On" Implemented by Form Teachers	
NCEA Level 3 Excellence Endorsement 2018 - 9.2% 2017 - 5.5% 2016 - 3.7% 2015 - 5.6% 2014 - 4.3%							

REPORT 1.1: [AOV] Student Learning - Academic Achievement on Annual targets 2018:

NB: The results used for this report use preliminary Roll Based statistics made available in February from NZQA. Roll based statistics are based on all of the students as of July 1st roll return. Final statistics for the year typically show an increase over the preliminary statistics.



1.1 - Student Learning - Academic Excellence

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported
Level 1 Pass rates: 2018 - 67.1% 2017 - 73.3% 2016 - 78.6% 2015 - 79.5% 2014 - 73.5%	Level 1 NCEA achievement at or above 80%	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 EXEC/SLT <ul style="list-style-type: none">Academic TutorsHOD's - Department reports reflect this focusStaff / Parents/communityCelebrate academic success	Ongoing	BOT Principal EXEC HOD	Time	Message delivered at key forums	BOT EXEC
Level 1 Literacy 2018 - 83.9% 2017 - 85.8% 2016 - 87.8% 2015 - 92.2% 2014 - 88.5%	Level 1 Literacy achievement at or above 90%	SCHOOL-WIDE LEVEL: Academic Coaching Model <ul style="list-style-type: none">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 <ul style="list-style-type: none">Partnership with MOEIdentify, track and inform a group of students using a range of interventions where appropriate.	Ongoing	EXEC/SLT/HOD	Time	Goal outlined at key meetings with appropriate stakeholders	EXEC
Level 1 Numeracy 2018 - 81.5% 2017 - 85.8% 2016 - 86.4% 2015 - 89.9% 2014 - 87.4%	Level 1 Numeracy achievement at or above 90%	Secondary Tertiary Programme <ul style="list-style-type: none">Up to 60 students in a partnership with TBC & Tāi OhomaiIntegrated learning programme for literacy and numeracy. Department Level: Department Reporting and Interviewing <ul style="list-style-type: none">Twice annually including goal settingDept target setting in mid - year interview, published goalsDepartmental tutorials	Term 1 Term 2, 3 Term 2, 3 & 4.	EXEC Deputy Form Teacher GIL GIL/SM/ELM Form Teachers MEY HODs	KAMAR KAMAR	Survey - Staff Students Parents HOD A.T's Report	EXEC Term 4 Ongoing WAT/GLB EXEC
Level 2 Pass Rates 2018 - 79.8% 2017 - 88.4% 2016 - 79.6% 2015 - 82.8% 2014 - 77.0%	Level 2 NCEA achievement at or above 85%	Academic Tutors: <ul style="list-style-type: none">Identification & AssembliesCollate list of ID boys who are at risk of not achieving L1/L2<ul style="list-style-type: none">Estimated Credits DatabaseTeacher ReferralAt risk boys fall into the following categories:<ul style="list-style-type: none">I. borderline risk - receive a letter/phone call home and interview with tutor/deanII. Medium risk - phone call home, interview with tutor/significant staff member/familyIII. 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.Study Leave not to be granted for at-risk students.Tutors available to support students.	Term 2, 3 & 4. Terms 1, 3 & 4 Term 3 Term 1	GIL/GLB/MCF/ELM ELM/SM/GLB GLB/HOD		Reports and interviews conducted	GIL/GLB Terms 1, 3 and 4.
Level 3 Pass Rates 2018 - 65.0% 2017 - 64.4% 2016 - 78.5% 2015 - 64.1% 2014 - 60.6%	Level 3 NCEA achievement at or above 70%	Subject Teacher <ul style="list-style-type: none">Tailoring our focus on Priority Learners using ethnicity button on KAMAR.Estimated Credits inputted into KAMAR.Green ticking all A.S. US Entries	Term 2 End of Term 2 End of Term 2 Ongoing				
U.E Pass Rates: 2018 - 41.6% 2017 - 42.7% 2016 - 59.5% 2015 - 49.8% 2014 - 48.4%	UE at or above 60%						

		<ul style="list-style-type: none"> Academic Coaching Relationship building Reporting Gold Group to raise the number of Scholarships. Raise number of Excellence. 	Ongoing				
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2018 Results:

Level 1 37.1%	Target 80%	Level 2 79.8%	Target 80%	Level 3 65.0%	Target 75%	U.E. 41.8%	Target 60%
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Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported / When
Level 1 Pass rates: 2018 - 54.7% 2017 - 54.8% 2016 - 66.4% 2015 - 62.9% 2014 - 61.3%	Level 1 NCEA achievement at or above 80%	Track impact of catch-up course - how many Māori students involved - look at the impact on results overall.	TERM 2	DJR GLB	Student Result Data	Results and achievement data gathered and assessed	BOARD EXEC
Level 1 Literacy 2018 - 73.7% 2017 - 76.0% 2016 - 79.8% 2015 - 84.8% 2014 - 76.3%	Level 1 Literacy achievement at or above 90%	Establish Literacy Pathways for Year 11 students. Sync with Academic Coaching.	TERM 2	MIT ELM ORE DJR	Literacy Outline	NCEA Level 1 package put together. Given to students and whānau	BOARD EXEC
Level 1 Numeracy 2018 - 70.5% 2017 - 76.0% 2016 - 75.6% 2015 - 79.5% 2014 - 75.3%	Level 1 Numeracy achievement at or above 90%	Establish Numeracy Pathways for Year 11 students. Sync with Academic Coaching.	TERM 2	BYC ELM ORE DJR	Numeracy Outline		EXEC EXEC
Level 2 Pass Rates 2018 - 71.8% 2017 - 90.1% 2016 - 66.7% 2015 - 70.3% 2014 - 56.4%	Level 2 NCEA achievement at or above 85%	Year 11 Māori student focus to reinforce goals and aspirations.	TERM 1		Subject Outline	Measure of Whānau engagement	BOARD EXEC
		Meet with At-Risk Year 12 students to set goals. Contact home. Clear outline of assessment calendar, identify support needed.	TERM 1	DJR WAT			
		Identify Māori Level 3 students and confirm subject choices and career plans. Identify what they need to realise aspirations	TERM 1	DJR ORE ELM APA	Student Results Data	Students met with - goals set	BOARD EXEC
Level 3 Pass Rates 2018 - 53.4% 2017 - 54.3% 2016 - 68.6% 2015 - 42.4% 2014 - 55.8%	Level 3 NCEA achievement at or above 70%	Reinforce UE requirements. Confirm course selections. Provide the opportunity to get UE requirements.	TERM 1	ORE DJR ELM APA	Student Results Data	Students met with - goals set	BOARD EXEC
UE 2018 - 24.7% 2017 - 24.3% 2016 - 41.2% 2015 - 34.8% 2014 - 36.0%	UE at or above 60%						

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To Whom Reported
	Promote Te Ao Maori and support Maori identity across the College	Year 9 Rakau	Term 1	DUR	Manuka	Meet with KOM early. Work with Tutors to ID Students.	BOARD EXEC
	Participate as global citizens	Tu Rangatira	Term 4	DUR	Kai, Thali, Manuka	Participation potential Prefects	EXEC
		Powhiri	Term 1	KOM			
		External Opportunities	Ongoing	DUR/CRE			
		Maori Student Leadership Group	Term 1	DUR	Lunch, Blazer use (as needed)	Increased application of Treaty to Departments	
		Year 11 and Year 13 Hui	Term 1	DUR/WAT	Mai voice link to Junior Curriculum		
		Develop local curriculum	Terms 2 & 3	ORB/DUR/TKO	PLG Slot		
		PLD aimed at Middle Management, focused on Treaty of Waitangi	Terms 1-4	DUR	PLG Leaders	Visible pedagogy	
		PLD focus for teachers aimed at reflecting on own practice - "What do I want to try?" "What do I need to improve?" "How does this look for Maori students?"	Terms 1-4	DUR/ORB		More staff speaking Te Reo	
		Te Reo Maori lessons for staff - lunchtime / breakfast options	Term 1-4	DUR/TKO/ KOM/TEM/ APA	Wharenu Lunch	Shared with staff	
		Realising Maori potential outline: for the classroom, HOF/HOD and for leadership	Term 1			Working Party meets, plans, executes.	
	Staff focus group (DUR, WAT, CRE, GLB, APA, MCF, MAR)looking at Maori Achievement.	Terms 2 & 3	DUR/WAT/ CRE	An afternoon			
	Enjoy good health and a high standard of living	Maori and External: Review what is happening there	Term 3			Strategy formed to target external participation. Respond to findings of connecting Maori and co-curricular.	
		Maori and Co-Curricular: Review what is happening there. Opportunity to further grow "good men"	Term 3				
		Celebrate Maori Success and aspirations	Term 4	DUR/WAT CRE/GLB/ APA/MCF/ MAR			
		Whanau engagement: Review what is happening there	Ongoing				
		Pilot PHO Health Assessment with Junior Aronui Students	Term 2			Working Party review and identify. Plan and execute for	

Level 1 Literacy

Level 1 Numeracy

Scholarship

81.9% **90%**

2017 85.8%

37 Scholarships including 6 Outstanding

2017 - 26 Scholarships including 2 Outstanding

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported / When
Level 1 Pass rates: 2018 - 33.3% 2017 - 35.7% 2016 - 33.3% 2015 - 88.2% 2014 - 50.0%	Level 1 NCEA achievement at or above 80%	Continue to support the Pacific Tutor established in 2016: <ul style="list-style-type: none"> 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 Pacific boys in need. Continue to involve the BOT 	All Year	DVN ZAN TAU	Text Messaging cost	Numbers in the school that engage with the Group. Parent Feedback	BOARD EXEC
Level 1 Literacy 2018 - 66.7% 2017 - 42.9% 2016 - 75.0% 2015 - 100% 2014 - 62.5%	Level 1 Literacy achievement at or above 90%	School Systems <ul style="list-style-type: none"> Improve communication to parents and Pacific Community (fono) or newsletter each term outlining success Follow up attendance issues 	Term 2 and 3 - school van costs and volunteers time	Academic Tutors		Academic Achievement in NCEA	EXEC
Level 1 Numeracy 2018 - 54.2% 2017 - 35.7% 2016 - 58.3% 2015 - 94.1% 2014 - 68.8%	Level 1 Numeracy achievement at or above 90%	Pacific Tutor <ul style="list-style-type: none"> Meetings with Pasifika boys stressing the need to be better than before Pacific Parents Evening Pacific Celebration Weekend Term 2/3 Academic Coaching using Education Plans with Years 11 and 12 Pacific boys Establish a mailing list to be able to communicate effectively to the TBC Pacific community. 	Term 3	DVN- Pasifika Tutor	Attendance at Professional Learning Opportunities		
Level 2 Pass Rates 2018 - 44.4% 2017 - 81.8% 2016 - 75.0% 2015 - 53.3% 2014 - 64.7%	Level 2 NCEA achievement at or above 85%	<ul style="list-style-type: none"> Pacific Form Time, fortnightly Pasifika Rise Pacific Sevens Team Attend Polyfest - Super 8 Cultural Festival 	DVN				
Level 3 Pass Rates 2018 - 33.3% 2017 - 42.1% 2016 - 71.4% 2015 - 42.9% 2014 - 62.5%	Level 3 NCEA achievement at or above 70%	Subject Teacher <ul style="list-style-type: none"> Tutoring our focus on Pacific 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 Pacific research. Investigate Pacific boys being able to deliver speeches in Samoan or Tongan. 					
UE 2018 - 11.1% 2017 - 21.1% 2016 - 42.9% 2015 - 26.3% 2014 - 37.5%	UE at or above 60%	Prepare a Pacific Education Plan to outline strategy to advance achievement of Pacific students. Access Pacific support through Kahui Ako					

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Level 1

Level 2

Level 3

U.E.

Baseline Data	2019 TARGETS	Actions	Timeframe	Personal Responsible	Resources	How Progress is Measured	To whom Reported / When
<p>Certificate of Work and Community Skills</p> <p>NCEA Level 1 - Numeracy - Literacy</p> <p>Involvement in Out of Class Activities</p> <p>Work Experience Opportunities</p>	<p>Inclusiveness To involve all Learning 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.</p> <p>Programme Planning All ORRS funded students have at least 2 IEPs and meetings each year.</p> <p>Non ORRS funded Learning Needs Students have academic coaching plan in place.</p> <p>Achievement All Senior Learning Needs students work towards achieving the Certificate of Work & Community Skills or L1 NCEA over 2/3 year period.</p>	<p>Transition To transition successfully all new Year 9 students who are operating at Level 1 or 2 on the NZ Curriculum into the college</p> <p>To gather detailed information from contributing schools on the individual students - Interview</p> <p>Current Teacher Parents Students Outside Agencies</p> <p>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 TBC Passport Club. Parent Teacher Meetings in the first six weeks of Term 1 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.</p> <p>Inclusiveness</p> <ul style="list-style-type: none"> - attend all school assemblies - be involved in House competitions (Sports Day, Work Day, Foodbank) - Go on camp with other classes (Years 9 and 10) - Attend Option Classes with Teacher Aide support - Join a College Team - Acknowledgement of achievements in Assembly - Newsletter / School Magazines - Attend School Ball - Be a member of a Vertical Form Class <p>All ORRS funded students connected up with a Prefect. Students have responsibilities at school - Bike Monitors/Assembly Monitors/Workshop Helpers/IT Tech</p> <p>Learning Needs staff run and implement IEP for all ORRS funded students.</p> <p>Learning Needs Department / Students have responsibility for running the Foodbank Appeal at school.</p> <p>Learning Needs students participate in local and regional Special Olympic Events.</p> <p>Modified Programme set up for students with High and Complex Needs.</p> <p>Identified and targeted support by a range of mentors / teacher aides.</p>	<p>Term 4 of previous year</p> <p>Term 1</p> <p>All Year</p> <p>Throughout the year</p>	<p>STU Guidance Tutors STR/FAH SENCO</p> <p>School Management STR/FAH</p> <p>STR FAH STU</p>	<p>Time for visits and interviews</p> <p>Teacher Aide Support</p> <p>Teacher Aide Hours</p> <p>Time Teacher Aide hours</p>	<p>Student feedback on first 6 weeks of Term</p> <p>Parent Feedback form</p> <p>Review of individual programmes</p> <p>Student Parent Feedback Teacher Aide Feedback Credits gained Wider life of the school involvement Student Portfolios.</p>	<p>MAN / STU BOT</p> <p>Department Reviews from STR</p> <p>BOT EXEC</p>

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported / When
	<p>Senior Learning Needs students have access to work opportunities in the community.</p> <p>Respite Rooms (Room 40) A modified programme is available for students with additional social and emotional needs to cope within our school environment.</p> <p>SAC Students Special Assessment Conditions</p> <p>Learning Centre Junior Support</p> <p>Behavioural Needs Students</p>	<p>Senior students have Work Experience opportunities in the community.</p> <p>Learning Needs Staff and Form Teachers complete Academic Coaching Plans for Non ORRS funded students. Students have Life Skill experiences incorporated into their programmes - catching the bus, going to gym, supermarkets, Foodbank.</p> <p>Appropriate programmes for Learning Needs students are available. Teacher Aides are available to support learning.</p> <p>Learning Needs Senior Students attend and participate in mainstream option classes - supported.</p> <p>Increase use of Technology with students.</p> <p>Room 40 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.</p> <p>Modified programmes are established for these students to help them cope with a large school environment. The room is a safe respite area at lunchtime and interval. Families and students are fully involved in the programme development. Guidance Counsellors Ms Wallace Boyd, Mr Fradrickson and Mr Ebbett are involved with each student.</p> <p>Students who are eligible will have support in all assessment via reader/writers / extra time or special assessment conditions.</p> <p>Students identified as having Reading difficulties in Year 9 will be offered support via the Learning Centre and Adult / Peer Reading Tutoring.</p> <p>Activity Centre: An Off-Site Classroom is available for 10 junior students who are either school refusers or in danger of being excluded from school due to their ongoing high end challenging behaviour.</p>		<p>WLB EBB BKR</p> <p>STR Learning Centre</p> <p>STR BLM</p> <p>STR DAV</p>	<p>Full time Tutor for the class</p> <p>Tutor hours</p> <p>\$85K wages / Mini Van transport</p>	<p>Attendance of students at school. Transition into more classes</p> <p>NCEA results Student/Whanau feedback</p> <p>Weekly Meetings with DAV. Student/Whanau Feedback. Positive Pathways</p>	<p>STU EXEC</p> <p>BOT EXEC</p>
NZ Average		71.4%	78.9%	65.1%	48.7%		
NZ Boys		67.1%	75.7%	59.9%	42.2%		
NZ Boys in Co-Education		64.2%	71.1%	56.6%	36.6%		

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported / When
Māori Equity Ratio Level 1 2018 - 73.0% 2017 - 68.3% 2016 - 78.5% 2015 - 71.4% 2014 - 71.1%	Greater than 73.0%	Identify and target Māori and Pacific students who are not achieving assessments in MAA1 Proactively support pathways to success for at risk boys through: <ul style="list-style-type: none"> achievement support alternate programme(s) access to equipment / uniform / transport / BYOD / social support 	End of T1	BYC, DEA, ELM, GLB, DUR, CRE, DVN	Academic Tutor Support Tutor Literacy Coordinator Numeracy Coordinator Māori Achievement Assistant Principal Māori Leadership Mentor	Student Result Data Literacy Outline	EXEC / BOT February 2020
Level 2 2018 - 86.4% 2017 - 102.4% 2016 - 77.6% 2015 - 80.7% 2014 - 66.6%	Greater than 86.4%	Identify and target Māori and Pacific students who are not achieving assessments in VL1 Proactively support pathways to success for at risk boys through: <ul style="list-style-type: none"> achievement support alternate programme(s) access to equipment / uniform / transport / BYOD / social support 	End of T1	MIT, DEA, ELM, GLB, DUR, CRE, DVN		Numeracy Outline Subject Outline	
Level 3 2018 - 76.8% 2017 - 78.1% 2016 - 85.8% 2015 - 58.2% 2014 - 83.9%	Greater than 76.8%						
U.E 2018 - 51.9% 2017 - 47.5% 2016 - 64.4% 2015 - 60.9% 2014 - 49.1%	Greater than 51.9%	Identify and target Māori and Pacific students who are not achieving assessments in MAA2 Proactively support pathways to success for at risk boys through: <ul style="list-style-type: none"> achievement support alternate programme(s) access to equipment / uniform / transport / BYOD / social support 		BYC, ORC, ELM, GLB, DUR, CRE, DVN		Student Results Data	
Pacific Equity Ratio Level 1 2018 - 45.2% 2017 - 44.5% 2016 - 39.4 2015 - 100.1% 2014 - 58.0%	Greater than 45.2%	Identify and target Māori and Pacific students who are not achieving assessments in VL2 Proactively support pathways to success for at risk boys through: <ul style="list-style-type: none"> achievement support alternate programme(s) access to equipment / uniform / transport / BYOD / social support 				Student Results Data	
Level 2 2018 - 86.4% 2017 - 93.0% 2016 - 87.2% 2015 - 61.2% 2014 - 76.4%	Greater than 86.4%						
Level 3 2018 - 47.9% 2017 - 60.6% 2016 - 89.3% 2015 - 57.8% 2014 - 94.09%	Greater than 47.9%	Identify and target Māori and Pacific students who are not achieving assessments L3 and/ or have poor attendance Proactively support pathways to success for at risk boys through: <ul style="list-style-type: none"> academic support alternate training employment tertiary pathways 		MIT, ORC, ELM, GLB, DUR, CRE, DVN, JON			
U.E 2018 - 23.3%	Greater than 23.3%						

2017 - 41.2%							
2016 - 67.0%							
2015 - 46.1%							
2014 - 68.4%							

All Māori Boys		51.7%	63.5%	48.0%	22.6%
NCEA Excellence Endorsements					
Level 1	2017	Level 2	2017	Level 3	27
17.5%	6.5%	8.2%	5.1%	6.5%	5.6%
<p>Comments: NCEA Level 1 - The 2018 achievement rate for Year 11s at Level One was a disappointing 67.1%. Our student performance at Level 1 is consistent with all boys across New Zealand. However, the 2018 achievement rate has fallen below the benchmarks of All NZ and Decile 4-7 Boys' Schools. It should be noted that Tauranga Boys' College implemented a new 30-hour timetable in 2018. In previous years, there was room in the timetable for a '3-period option'. This allowed for tutors to gather boys who were at risk of not achieving and provide extra tutelage and assessment opportunities. Traditionally this would address the needs of those boys at the lower end of academic achievement and provide them with some success. Unfortunately, this was over looked in 2018 and would account for up to 10% of the cohort. From 12-14 February 2019, a number of boys were identified as having missed NCEA Level 1 by</p>		<p>a few credits. Those who were willing (approximately 30 boys) spent 3 days with the Literacy Tutor and Numeracy Tutor gaining the credits they need. The achievement of those boys will show on our final results data on 16 April 2019. I estimate a lift in the achievement rate, taking us above 70% for the year, and look forward to reporting on that success.</p> <p>Literacy and Numeracy - Level 1 Literacy and Numeracy qualifications show a falling trend, although we expect a significant increase as those boys involved in the 12-14 February catch-up were mainly gaining Literacy and Numeracy credits. Māori and Pacific Peoples have less success with Literacy and Numeracy than European boys, and this is something the College is working hard to address.</p> <p>NCEA Level 2 - The 2018 Level 2 achievement rate was 79.8%. The 2017 TBC achievement rate was 88.4% - a record high. TBC's</p>		<p>five-year average is 81.5%. The overall national figure is 77.3% and overall boys nationally is 77.3%.</p> <p>The 2018 achievement rate is satisfactory, however like Level 1, I expect an increase in the April results as a result of our 3-day catch up.</p> <p>NCEA Level 3 - The 2018 achievement rate was 65%. In 2017 the TBC achievement rate was 66.4%, TBC's five-year average is 67.7%. The 2018 overall national figure was 65.4% and boys nationally was 60.1%.</p> <p>U.E - The achievement rate was 42%. In 2017 the TBC achievement rate was 42.7%, TBC 5-year average 56.5%. The overall national figure is 48% and boys nationally is only 42.2%.</p>	

2018 TARGET 1.2 : STUDENT LEARNING - Academic Achievement of Māori Students TARGET: Ka Hikitia Vision - Māori Enjoying Educational Success as Māori

REPORT: [AOV] 1.2 - Student Learning - Academic Achievement of Māori Students

2018 TARGET 1.3 : STUDENT LEARNING - Academic Achievement of Pasifika Students TARGET: To raise the level of achievement of Pasifika boys in NCEA

REPORT: [AOV] 1.3 - Student Learning - Academic Achievement of Pacific Peoples

2018 RESULTS

Level 1	Target	Level 2	Target	Level 3	Target	U.E	Target
33.3%	80%	44.4%	80%	33.3%	75%	11.1%	60%

Comment: Small cohort size can result in dramatic annual fluctuations.
(Number in Cohort)

Tauranga Boys' College
2018

Level 1
(21)

Level 2
(5)

Level 3
(10)

U.E.
(8)

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported
Attendance rates historically: 2018 - 84.9% 2017 - 83.5% 2016 - 87.7% 2015 - 86.6% 2014 - 88.7%	Attendance Target: School-wide Attendance Target is above 90%	Increase Awareness: * Newsletters - Parent Portal * Assemblies - Expectations * Attendance Portal - KAMAR 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 x 2 weekly Absentee Follow Up: * Text messaging / Parent meetings * Letters home / Home visits/ Phone home * School Nurse involvement * TAG follow up - Inter Agency Group * Police - Home visits * Oranga Tamaki referral Section 19 * Rock On - Police, MoE, O.T, Health MoE, Health * Truancy Officer - Home visits Promoting Attendance & Achievement * Deputy Form Teacher an addition to Form Classes * Maori Mentor - academic mentoring * Maori Parent /Teacher/Student Evenings * Year 9 Maori Parents Evening Celebrating Maori Achievement / Assemblies * Tu Rangitira Awards evening * Good Man Assemblies - focus on attendance * Respect for Learning added to Respect Code * Good Man Morning Teas * Good Man Postcards sent home * Rakau Ceremony for all Year 9 Maori students * Whakamana Time fortnightly. Pacific * Two Pasifika Mentors linking with Pasifika students and families * Links with local Pacific Community * Pasifika Rise Programme - Importance of Education - Monday mornings * Pasifika Awards Evening * Pasifika Parents Students Evening * Introduction of the Iftitaga Uniform for Seniors * Expectations of attendance to represent the school at sporting and cultural festivals * Pasifika Club perform at Polyfest and Super 8 Cultural Competitions * Pasifika Senior Subject established * Pasifika Students Form Time * High achieving role models visiting school.	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 GLB - website, Parent Portal CRE - Maori Mentoring DVNZAN Pacific Mentoring	Text Messaging cost SOW - data entry / ENROL TAU - Attendance Officer	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)
Truancy Rates 2018 - 7.5% 2017 - 7.7% 2016 - 6.6% 2015 - 4.9% 2014 - 5.0%	Truancy Target: School-wide unexplained target is less than 5% or better						
Maori Attendance Rates historically: 2018 - 80.3% 2017 - 78.3% 2016 - 82.6% 2015 - 81.5% 2014 - 83.7%	Attendance Target for Maori is at or above 90%						
Maori Truancy Rates 2018 - 11.5% 2017 - 11.7% 2016 - 10.8% 2015 - 8.7% 2014 - 7.9%	Truancy Target for Maori Students is less than 5%						
Pasifika Attendance 2018 - 82.2% 2017 - 82.9% 2016 - 85.4% 2015 - 85.6% 2014 - 86.4%	Attendance Target for Pacific Students is 90%						
Pasifika Truancy 2018 - 10.1% 2017 - 9.7% 2016 - 9.1% 2015 - 6.7% 2014 - 8.2%	Truancy Target for Pacific students is less than 5%						

2017
2016
36.4%
(18)
32.4%
(16)

50% (10)

80% (10)

35.3% (16)

17.6% (17)



STRATEGIC OVERVIEW 2019

Iwi Involvement

Our Kāhui Ako acknowledges the significant role that Tauranga iwi play in the lives of our young people. Our local iwi include:

- Ngāi Te Pahi
- Ngāti Rangitū
- Ngāti Pūkenga

Senior Leadership and Across School Teacher Link

Purpose:

- To ensure the vision and aims of our Kāhui Ako align with their own school strategic directions
- Guide ASTs with timetabling of AST support within their schools, e.g. school visits, shadow coaching
- Meet with ASTs to provide guidance and feedback in relation to their school's needs
- Include ASTs in school PD where applicable
- Work with ASTs and WSTs on the coordination, facilitation, and delivery of Professional Learning in the school as needed
- Network with other SL Liaison for consistency, coherence and connectivity between our Kāhui Ako schools

Cross Collaboration

Governance Hui - 2 per term

- TINA School Lead, Principals and representatives from iwi, ECE, MOE, AST

Advisory Hui - 2 per term

- Advisory members, iwi & AST

Working together to enable all learners to realise their full potential
Te mahitahi kia taea e ngā ākonga katoa te kihi i o rātou pūmanawa

OVERARCHING AIM

A knowledge and support teacher in their reflective practice, and the teaching developed through

SPOTLIGHT

- Develop a culturally responsive and relational approach
- Address the needs of priority learners
- Develop educationally powerful connections within our community

Tauranga Peninsula Kāhui Ako

The Tauranga Peninsula Kāhui Ako is made up of 13 schools, 30 ECE centres, members of our local iwi, school whānau, our ākonga and the wider Tauranga Moana community.

Across School Teacher

AST ROLE 0.6 FTE

Core function of the Across School Teachers (ASTs) in schools:

- Build staff capacity in Culturally Responsive & Relational Pedagogy
- Facilitate the development of school based Action Plans: linked to each individual school's strategic direction and charter goals
- Work with Senior Leadership and Within School Teachers to provide evidence of addressing the needs of priority learners
- Enable connections between teachers to share innovation and best-practice
- Prepare quarterly milestone reports for each school:
 - a) school action plans, clearly stating what has been achieved
 - b) the impact of their work has had to date

AST Workstreams

1. Mahereā-Tau

Link to specific aim: to develop a culturally responsive and relational approach

2. Data Workstream

Link to specific aim: to address the needs of priority learners

3. Connections Workstream

Link to specific aim: to develop educationally powerful connections within our

Schools in our Kāhui Ako

Gata Piti School, Greenpark School, Gwerton Village School, Kaimai School, Merivale School, Orangi School, Pūrā's Piti School, Tauranga Boys' College, Tauranga Girls' College, Tauranga Intermediate School, Tauranga Primary School, Tauranga Special School, Waiwaka Bay School

ECE Involvement

ACHIEVEMENT CHALLENGES

1. Addressing needs for identified priority groups in Literacy Years 1-11
2. Addressing needs for identified priority groups in Numeracy Years 1-11
3. Addressing the retention of priority students in school education beyond their 16th birthday to raise potential achievement at NCEA Level 2
4. Engagement and support of students with additional learning needs

Within School Teacher

WST Role 0.08 FTE

Core function of the Within School Teachers

- Develop and review their own school action plan based on data which is generated through Rangahia te Hau and other profiling evidence
- Build capacity of a culturally responsive and relational pedagogy (CR & RP) across their school
- Lead staff PD based on the needs of their school
- Report progress to senior leadership team, BOT and lead AST
- Provide next steps to inform school senior leadership team based on findings
- Coaching and mentoring of staff within their school, through shadow coaching in CR & RP

ASTs supporting WSTs

- Develop and build capacity of WSTs in CR & RP to support other teachers within their schools
- Coaching and mentoring of CR & RP - through shadow coaching/in class support
- Guide and support WSTs in delivering PD to staff
- Provide networking connections for WSTs within our Kāhui Ako
- Work alongside WSTs and Senior Leadership teams to analyse, and make links with the school's strategic plan and initiatives, through individual school action plans

Measuring Success

We are responsible for ensuring we are effectively measuring our success, achievements and progress, around the following topics and/or reflects:

- Coaching and mentoring capabilities
- Analysis of data
- Student voice
- Whānau voice
- Showing how initiatives and ideas are being shared across schools, as a Learning Stories

whānau

whānau

main report

also

whānau

AST Hui - Fortnightly • ASTs and KA Lead Kāhui Ako Hui - 1 per term (open invitation)	Included in our Kāhui Ako are 38 ECE members. A representative from the ECE team attends our monthly Governance Hui.	• Quarterly school reports / milestones (Queen Dow)
CULTURAL RELATIONSHIPS FOR RESPONSIVE PEDAGOGY		

Appendix 2 - Tauranga Boys' College Attendance Statistics 2009-2018 (refer page 95)

Tauranga Boys' College Attendance Statistics 2009 - 2018

	Whole School Attendance Rates	Justified Absences	Attendance & Justified Absence	Truancy Whole School	Truancy Maori Students	Truancy Pasifika Students	Truancy European Students	Maori Attend	Pasifika Attend	European Attend	Asian Attend
2009	79.5%	9.2%	88.7%	13.5%	16.7%	N/A	N/A	71.7%	N/A	N/A	N/A
2010	82.5%	8.9%	91.4%	8.6%	13.9%	N/A	N/A	74.7%	N/A	N/A	N/A
2011	84.8%	8.1%	92.9%	7.1%	11.3%	N/A	N/A	77.3%	N/A	N/A	N/A
2012	85.0%	9.7%	94.7%	5.2%	8.1%	6.9%	N/A	79.8%	84.9%	N/A	N/A
2013	89.4%	6.1%	95.5%	4.5%	6.7%	5.7%	2.3%	85.7%	87.2%	92.4%	93.6%
2014	88.7%	6.1%	94.8%	5.0%	7.9%	8.2%	2.5%	83.7%	86.4%	91.9%	93.2%
2015	86.6%	8.4%	95.0%	4.9%	8.1%	6.7%	3.6%	81.5%	85.6%	88.7%	92.1%
2016	87.7%	5.5%	93.2%	6.6%	10.8%	9.1%	4.8%	82.6%	85.4%	89.8%	92.9%
2017	83.5%	8.8%	92.3%	7.7%	11.7%	9.7%	5.9%	78.3%	83.0%	85.2%	87.8%
2018	84.9%	7.5%	92.4%	7.5%	11.5%	10.1%	4%	80.3%	82.2%	87.5%	87.8%
Attendance + Justified Absences			92.4%					88%	89.7%	94%	93.1%
Difference between 2017-2018	Improvement 1.4%	Decline 1.3%	Improvement 0.1%	Improvement 0.2%	Improvement 0.2%	Decline 0.4%	Improvement 1.9%	Imp 2.0%	Decline 0.8%	Imp 2.3%	Same
Targets for 2019	> 91%	> 10%	> 97%	< 4%	< 4%	< 4%	< 4%	> 91%	> 91%	> 91%	> 91%

	81.8% (9)	45.9% (5)				
2015			76.5% (13)	41.7% (5)	42.8% (6)	28.6% (4)
2014			42.9% (14)	60.0% (15)	66.7% (8)	50.0% (6)
2013			57.1% (14)	57.1% (7)	50.0% (8)	62.5% (8)

Raising the level of achievement of our Pacific boys is an area that needs continual focus. The appointment of a Pasifika Tutor, and the Kahui Ako Programme of professional learning based on growing Cultural Responsive and Relational Pedagogy should help achievement amongst this cohort. Pasifika Rise (established in 2016), and Pasifika Performing Arts (2017) are new initiatives aimed at advancing self-identity among our Pacific Boys. A new tutor of Pacific Peoples has been appointed in 2019, and will work closely with the Achievement Support Team. A Pacific Form Time introduced and Multi Level Pacific Studies Course continued for greater engagement and to accelerate achievement.

2018 TARGET 1.4 : STUDENT LEARNING - Academic Achievement of Priority Learners / Learning/Behavioural Needs TARGET: To raise the level of achievement of Priority Learners

REPORT [AOV] 1.4: Student Learning - Priority Learners /Learning / Behavioural Needs

2018 TARGET 1.5 : STUDENT LEARNING - Academic Excellence TARGET: To raise the level of Merit & Excellence Endorsement Achievement in 2018

REPORT [AOV] 1.5 : Student Learning - Academic Excellence

1.5 - Student Learning - Academic Excellence

52% of our boys who gained NCEA Level 1, did so with an endorsement. This is a significant improvement from previous years. 22.9% gained NCEA Level 1 Endorsed with EXCELLENCE; and 39.1% with MERIT. Over the past 12 months the school has made a concerted effort to raise the quality of our qualifications. Changes have included, a new timetable, reduced assessment, and the removal of prerequisites for subjects at Level 1.

38.6% of our Year 12 boys gained NCEA Level 2 with and endorsement. This is a significant improvement from recent years. 8.1% gained NCEA Level 2 Endorsed with EXCELLENCE; and 30.5% with MERIT.
32.2% of our Year 13 boys gained NCEA Level 3 with and endorsement. 9.2% gained NCEA Level 2 Endorsed with EXCELLENCE – almost double that of 2017, and 23% with MERIT.

2018 TARGET 1.6 : STUDENT LEARNING - Attendance / Engagement TARGET: To improve attendance rates and engagement of all students

REPORT [AOV] 1.6: Student Learning - Attendance/Engagement

See Appendix 2 - page 107



Annual Targets 2019

- 1.1 Student Learning - Academic Achievement of All Boys
- 1.2 Student Learning - Academic Achievement of Māori Boys
- 1.3 Student Learning - Academic Achievement of Pasifika Boys
- 1.4 Student Learning - Academic Achievement of Priority Learners
- 1.5 Equity and Excellence
- 1.6 Student Learning - Academic Excellence
- 1.7 Student Learning - Attendance / Engagement

2019 TARGET 1.1: STUDENT LEARNING - Academic Achievement of all Boys: TARGET: to raise the level of achievement for boys in NCEA

2019 TARGET 1.2 : STUDENT LEARNING - Academic Achievement of Māori TARGET: Ka Hikitia Vision - Māori Enjoying Educational Success As Māori

2019 TARGET 1.3 : STUDENT LEARNING - Academic Achievement of Pacific People TARGET: To raise the level of achievement of Pacific boys in NCEA

2019 TARGET 1.4: STUDENT LEARNING - Academic Achievement of Priority Learners - Learning & Behavioural Needs: TARGET: to raise the level of achievement of Priority Learners

2019 TARGET 1.5 : STUDENT LEARNING - Equity & Excellence: TARGET: To reduce the achievement equity ratio between Māori & European & Pacific People & European

2019 TARGET 1.6 : STUDENT LEARNING - Academic Excellence: TARGET: To raise the level of Merit & Excellence Endorsement Achievement

Baseline Data	2019 TARGETS	Actions	Timeframe	Personnel Responsible	Resources	How Progress is Measured	To whom Reported / When
NCEA Level 1 Excellence / Merit Endorsements % 2018 - 22.9 / 39.1 2017 - 16.7 / 31.2 2016 - 18.2 / 33.1 2015 - 7.8 / 35.6 2014 - 6.4 / 43.7	Increase the percentage of students achieving Excellence and Merit endorsement in all NCEA Levels at or better than the national average for Decile 4-7 boys	HOD Curriculum Meetings targeting interventions	Term 1	GLB	Academic Advisory Group SLT Accelerate Tutor	Outcomes 2019 Excellence Outcomes Student Feedback	MAN Term 3
		Academic Tutor to interview all Year 13 Accelerate Students	Term 1	SAL			SAL Term 3
		September Scholarship mock exams	All Year	GIL/GLB			GLB
		Gold Group - Academic elite and competition			ICT / Financial Mentors Timetabled classes	Scholarship Success in 2020 Number of Scholarships	BOT/ Community
		University and Scholarship Specialist Classes	All Year	DUR / SAL			
NCEA Level 2 Excellence Endorsement 2018 - 8.1 / 30.5 2017 - 9.4 / 25.3 2016 - 5.2 / 23.0 2015 - 6.6 / 31.0 2014 - 7.2 / 23.1		Reduce assessment to approximately 20 Credits per course	All Year	Staff			
		School-wide BYOD					
		Centurion Awards (100% achievement)					
		Endorsement Awards					
NCEA Level 3 Excellence Endorsement 2018 - 9.2 / 23.0 2017 - 5.5 / 23.3 2016 - 3.7 / 28.8 2015 - 5.6 / 26.1 2014 - 4.3 / 24.8							
NZ Scholarship 2018 - 37 2017 - 26 2016 - 21 2015 - 28 2014 - 32	Target 45 Scholarships						

2019 TARGET 1.7 : STUDENT LEARNING - Attendance / Engagement TARGET: To improve attendance rates and engagement of all students

Appendix 1 - Tauranga Peninsula Kahui Ako - Strategic Plan (refer page 76)

