



School Charter Strategic and Annual Plan for Tauranga Boys' College

2020 - 2023

Principals' endorsement:	Robert Mangan
Board of Trustees' endorsement:	Richard Craven, Board Chairman
Submission date to Ministry of Education:	31st March 2020

Tauranga Boys' College 2020 - 2023

Introductory Section - Strategic Intentions

Vision	Best for Boys - Tama Tū Tama Ora <ul style="list-style-type: none"> • Better than before • Leaders in boys' learning • A Tūrangawaewae • Respecting the past in creating the future
Mission	<p>Better than Before - A school where we are committed to excellence and equity through</p> <ul style="list-style-type: none"> • Growing ordinary boys to extraordinary men • A focus on continuous improvement for all • High expectations for all • Lifelong learning for all • Competition • Quality Leaders and Communication <p>Leaders in Boys' Learning - A school where learning is paramount, through</p> <ul style="list-style-type: none"> • 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 <p>A Tūrangawaewae - A school where I can stand and belong, through</p> <ul style="list-style-type: none"> • Pride in who I am and where I am from, my House and the College • Fostering relationships that are respectful, supportive and honest • Declaring and upholding the characteristics of "Good Men" • A commitment to the Treaty of Waitangi • Engagement in the life of the College

	<p>Respecting the Past in Creating the Future - A school where we uphold the traditions and history of the College, through</p> <ul style="list-style-type: none"> • Acknowledging excellence • Promoting appropriate rites of passage and 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
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VISION FOR OUR BOYS



HE KITENGA MŌ NGĀ TAMA



Values	<p>At Tauranga Boys' College we value and model these "Good Man" characteristics:</p> <p>Whakaute / Respect The way we treat someone or something. The Tauranga Boys' College Respect Code underpins everything we do.</p> <p>Atawhai / Generous Supporting those less fortunate. Demonstrate kindness and concern for others.</p> <p>Pūmau / Loyal Firm and constant support to people, team and college</p> <p>Manawaroa / Resilient Determination and positive attitude in the face of adversity.</p> <p>Manawanui / Committed Setting goals and working hard to achieve them - showing patience and seeing things through to the end.</p> <p>Pono / Honest Being trustworthy.</p>
Māori Dimensions and Cultural Diversity	<p>Tauranga Boys' College is committed to upholding the provisions of the Treaty of Waitangi -we acknowledge the unique position of Māori as tangata whenua, and respect the special qualities of all cultures represented in the student body. We seek 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 Whānau 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 the curriculum. In addition Whaikario, Bone Carving and Māori Performing Arts are offered to all boys from Y9 to Y13, as well as Pacific studies from Y11 to Y13.</p>

Baseline Data or School Context								
Student Achievement			2015	2016	2017	2018	2019	2020
	LEVEL 1	All	79.2	78.8	73.9	72.4	80.4	
		European	88.7	85.3	80.1	80.4	81.7	
		Māori	61.9	67.5	56.3	55.2	60	
		Pacific	85	33.3	35.7	57.1	63	
		Literacy	93.3	88.9	87	84.4	92.2	
		Numeracy	89.7	87.1	87.2	83.2	87.3	
	LEVEL 2	All	83	80.5	88.9	82	84.5	
		European	87.6	86.9	88.7	83.7	85.1	
		Māori	69	68	91.2	78.2	87.5	
		Pacific	53.3	76.2	80	50	84.2	
	LEVEL 3	All	63.9	79	64.9	66.7	71	
		European	72.7	80.4	69.5	71.3	73.5	
		Māori	42.4	70	55.9	54.1	63.5	
		Pacific	42.1	71.4	42.1	44.4	37.5	
	YR 13 UE	All	50	59.9	43	43.2	52.2	
		European	57.4	64.3	51.2	50.2	55.1	

	<div><div>Māori</div><div>34.8</div><div>42</div><div>25</div><div>24.3</div><div>28.8</div></div> <div><div>Pacific</div><div>26.3</div><div>42.9</div><div>21.1</div><div>11.1</div><div>12.5</div></div>
Student Engagement-Attendance	<div><div><div>2015</div><div>2016</div><div>2017</div><div>2018</div><div>2019</div></div><div><div>All</div><div>86.6</div><div>87.7</div><div>83.5</div><div>84.9</div><div>84</div></div><div><div>European</div><div>88.7</div><div>89.8</div><div>85.2</div><div>87.5</div><div>86.1</div></div><div><div>Māori</div><div>81.5</div><div>82.6</div><div>78.3</div><div>80.3</div><div>78.5</div></div><div><div>Pacific</div><div>86.4</div><div>85.6</div><div>85.4</div><div>82.9</div><div>81.2</div></div><div><div>Asian</div><div>92.1</div><div>92.9</div><div>87.8</div><div>87.8</div><div>89.3</div></div></div>
School Organisation and Structures	<div>Refer QA Manual</div> <div><div><div>01.07 Management Structures</div><div><div>01.07.01 Overview</div><div>01.07.02 Executive Team</div><div>01.07.03 Senior Leadership Team</div><div>01.07.04 Operations Team</div><div>01.07.05 Student Management Structure</div><div>01.07.06 Faculty Management Structure</div></div></div><div><div>07. Student Management and Guidance</div><div><div>07.01 Student Management Team</div><div>07.02 Deans</div></div></div></div>

	<ul style="list-style-type: none"> • 07.03 Tutors • 07.04 Form Teachers • 07.05 Houses • 07.06 Guidance Counsellors • 07.07 Careers • 07.08 Accelerate Programme • 07.09 Maori Achievement Mentor • 07.10 Pasifika Tutor • 07.11 Activity Centre
Review of Charter and Consultation	Refer QA Manual 01.03 Charter Consultation

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2020 - 2023
Student Learning <i>Ako a te ākonga</i>	<ul style="list-style-type: none"> • Learning is future-focused with a commitment to preparing boys for life-long learning, further education, training, and work. • Students have high-quality and equitable opportunities for learning through experiences inside and outside of classrooms. • Learning outcomes and achievement are high and equitable. 	<ul style="list-style-type: none"> • Track progress in Literacy and Numeracy in the junior school and <ul style="list-style-type: none"> ◦ identify the need for supported learning ◦ plan and strategise policies, procedures and practices to support those not at the required Curriculum Level ◦ Report Junior progress to the Board of Trustees, annually • Year 11 Tutor, Academic Achievement Tutor, Māori Achievement Mentor, Māori Achievement AP, Pacific Achievement Mentor <ul style="list-style-type: none"> ◦ Maintain L1 Literacy above 90% ◦ Improve L1 Numeracy to above 90% ◦ Maintain L2 equity outcomes ◦ Improve L1, L3, UE equity outcomes ◦ Faculty targets for Scholarship • L1 Science compulsory from 2021 (100% Māori engagement in L1 Science & improved Numeracy outcomes) • Improve Year 12 STP, Future Pathways, Gateway transition outcomes
Culture <i>Ahurea</i>	<ul style="list-style-type: none"> • Teachers contribute widely across the school and community and are valued and respected for their teaching and their extra-curricular commitment. • Students are provided with opportunities to actively pursue and develop their identity and their sense of belonging. • Students perceive “Good Man” values being modelled by staff and their peers. 	<p>Continue to support, value and recognise staff contribution inside and outside the classroom.</p> <ul style="list-style-type: none"> • Sport • Arts & Culture • Aronui • Pasifika Rise • Students Supporting Students • Community Service • Houses • Respect Code

<p>Effective Teaching and Learning</p> <p>Ako</p>	<ul style="list-style-type: none"> • Tauranga Boys' College offers a curriculum that is rich in scope and quality, and driven by students' needs, passions and future pathways • Curriculum and pedagogy consistently deliver the best education for boys and young men. • Teachers and staff receive quality professional development which enhances their knowledge and skills in the delivery of the curriculum. 	<ul style="list-style-type: none"> • Junior Curriculum • Senior Curriculum • Culturally Responsive and Relational Practices Action Plan • Kāhui Ako PLG plan • Empowering boys to communicate through Digital Fluency as a means to engage them in Writing
<p>Resources</p> <p>Rauemi</p>	<ul style="list-style-type: none"> • A compelling value proposition is developed and used as the basis of requests for donations or payments from the families of current and future students. • Coordinated funding channels are explored and implemented to provide future financial security in providing education which best aligns with the learning of boys and young men. • Strategic investments are made in staff wellbeing and effectiveness, in order to sustain the positive aspects of our strong school culture. 	<p>Parent / Caregiver Contributions</p> <p>Tauranga Boys' College prides itself on being able to provide a broad, rich and engaging curriculum suitable for boys. We rely heavily on your goodwill and payment of the Parent/Caregiver Contribution to continue to provide this quality of education. You can be confident that this tax-deductible donation directly benefits your son.</p> <ul style="list-style-type: none"> • TBC Old Boys Association • TBC Charitable Trust • Acorn Foundation • TBC Titans sports • TBC Arts Council • International • Staff wellbeing list

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
Student Learning	<ul style="list-style-type: none"> • Learning is future-focused with a commitment to preparing boys for life-long learning, further education, training, and work. • Students have high-quality and equitable opportunities for learning through experiences inside and outside of classrooms. • Learning outcomes and achievement are high across all ethnicity groups. 	<u>Junior School</u> Y9 Reading Comp above 80% Y9 Writing above 70% Y9 Numeracy above 70% Y10 Reading Comp above 65% Y10 Writing above 65% Y10 Numeracy above 65% <u>Senior School</u> Level 1 Literacy above 90% Level 1 Numeracy above 90% NCEA L1 - Equitable outcomes above 75% NCEA L2 - Equitable outcomes for all above 80% NCEA L3 - Equitable outcomes for all above 75% UE - Equitable outcomes above for all 50% NZ Scholarships - 25	

Improvement Plan - Domain: Learning - Junior School				
Strategic Goal Improve Junior results			Annual Goal Improve the Literacy and Numeracy results in the Junior School	
Baseline Data and Annual End of Year Target				
Year 9 % (CL 4 & above)	2017	2018	2019	2020 target
Numeracy	84.8	80.1	52.9	> 70
Reading Comprehension	85.3	76.2	88.3	> 80
Writing	58.6	60.4	67.7	> 70
Year 10 % (CL 5 & above)	2017	2018	2019	2020 target
Numeracy	58.6	45.8	40.2	> 65
Reading Comprehension	44.3	74.7	51	> 65
Writing	39.2	51.5	50.2	> 65
The goal is to increase the number of Year 9 and 10 students working at Curriculum Level 4 & 5 respectively by the end of the year. Targeted teaching and learning, tracking to identify those that are behind and intervention/support provided is the key to an improvement in this area. This sets the students up for NCEA Level 1.				
Key Improvement Strategies An English Department focus on comprehension and writing pedagogy and a Maths Department focus on number skills with regular monitoring/assessment/reporting in all these areas. Reading - Tutor and option support, Learning Centre support and Teacher Aide support.				
When	What (examples)	Who		Indicators of Progress
Term One	Academic Advisory Group & Faculty Targets	<ul style="list-style-type: none">DP Junior SchoolHOF - Eng/Maths		By the end of term one - Targets, initial assessment data, pedagogy, systems and monitoring will be in place.
Ongoing	Agreement on targets (see above) - Teaching & learning strategies in place.	<ul style="list-style-type: none">DP Junior SchoolHOF - Eng/Maths		By the middle of Term one - Teachers will be delivering a curriculum that focuses on Reading, Writing & Numeracy attainment in the Junior School.

Term Two/Three	Identification of those students that are behind at mid-year for additional support	<ul style="list-style-type: none"> • DP Junior School • DP Senior School • Tutor - Maori Achievement • Tutor - Pasifika Achievement • AP - Achievement Data • HOF - Eng/Maths • HOF - Learning Needs 	By the end of Term two, these students identified and flagged and additional support/mentoring in place from Term 3 through to the end of Term 4.
Monitoring <i>Interim Reports, Mid-Year Reports, Assessment Check Points (Maths & English Departments), Data Tracking (Entrance, Term 1, Mid-year, End of year)</i>			
Resourcing <i>Curriculum Budget, DP Junior School, Junior School Academic Tutors, Maori and Pacific Achievement Mentors, Senco, Learning Centre, Reading Tutors, Teacher Aides</i>			

Improvement Plan - Domain: Learning - Senior School					
Strategic Goal Improve NCEA results			Annual Goal Improve level one results by improving Level 1 Literacy and Numeracy credit attainment		
Baseline data and Annual End of Year Target					
% Pass rate	2016	2017	2018	2019	2020 target
L1 Literacy	88.9	87	84.4	92	> 90
L1 Numeracy	87.1	87.2	83.2	85.8	> 90
NCEA L1	78.8	73.9	72.4	76.9	> 75
NCEA L2	80.5	88.9	82	83.6	> 80
NCEA L3	79	64..9	66.7	70.6	> 75
UE	59.9	43	43.2	50.2	> 50
Scholarships	21	26	37	24	25
<i>L1 Literacy and Numeracy are required for NCEA. Our goal is to have equitable attainment above 90% for Year 11s Level 1 Literacy and Level 1 numeracy. We have not been able to sustain that attainment level to-date.</i>					

Key Improvement Strategies <i>English Department has oversight of Vocational Literacy courses. Academic Tutor will oversee the progress of literacy attainment. Numeracy coordinator maintains his role with greater collaboration with Tutors and Mentors.</i>			
When	What (examples)	Who	Indicators of Progress
Term One	AAG - Faculties: Targets	<ul style="list-style-type: none"> DP Senior School Academic Tutor Numeracy Coordinator AAG 	By the end of term one, courses, systems, monitoring, and mentoring will be in place
Ongoing	HOF English / Mathematics - agreement on >90 Literacy & Numeracy - teaching & learning strategies in place.	<ul style="list-style-type: none"> Math Teachers English Teachers 	By the end of term one, teachers will be delivering a curriculum that focuses on Literacy and Numeracy attainment
Term One	Academic Coaching Form Teachers raise awareness of Literacy / Numeracy with boys and caregivers	<ul style="list-style-type: none"> Form Teachers 	By the end of term one, learners will be aware of their own personal targets and goal (Academic Coaching)
Monitoring <i>Interim Reports, Academic coaching Evening, Estimated Credit, Academic Achievement Tutor monitoring - KAMAR Flags, Photo Board</i>			
Resourcing <i>Curriculum Budget, Academic Tutors, Academic Achievement Tutor, Māori Achievement Mentor, Pacific Achievement Mentor</i>			

Improvement Plan - Domain: Student Engagement - Attendance	
Strategic Goal Improve whole school attendance rates	Annual Goal <ul style="list-style-type: none"> -To improve the attendance rates of all students above 90% -To reduce the unjustified absences to below 5% -To improve on the follow-up process of student absences -To better educate our community on the Parent Portal -Update our school database for cell phone numbers and email addresses of caregivers.

Baseline data and Annual Target

Rates %	2016	2017	2018	2019	2020 Targets
Attendance %	87.7%	83.5%	84.9%	84.0%	above 90%
Unjustified Absences %	6.6%	7.7%	7.5%	8.3%	below 5%

Observations for 2019:

The college's whole school attendance rates have declined by .9% since 2018, with all the main ethnic groups showing this trend.

Areas to focus on will be on the 'unjustified absences' of our Maori, and Pacific students.

Key Improvement Strategies

- Communicate to the community as to the importance of getting their sons to school regularly via the school newsletter, website and Instagram.
- Communicate to the students the need to be at school to improve their academic achievement, via assemblies, form time and social media.-Regular feedback to students on their attendance statistics and the consequences of not reaching the attendance target i.e. non-participation in extracurricular activities, school ball, senior uniform.-Greater follow up of absent students by Form Teachers, Deans, Tutors, Attendance Officer and the Truancy Service
- Update the Student Management System (KAMAR) with parent / caregivers contact details to enable a shared approach to improving attendance of their sons.

When	What (examples)	Who	Indicators of Progress
Term 1	Community education via social media and newsletters Student education via assemblies and form time Contact detail updated	<ul style="list-style-type: none"> • Principals • Form Teachers • Admin Staff 	Attendance rates improve
All Year	Term by term attendance data shared with individuals, staff and parents identifying areas of concerns	<ul style="list-style-type: none"> • Form Teachers 	Attendance rates improve
			Attendance rates improve
			Attendance rate reaches the target

Monitoring

Regular checking on attendance rates, sharing with parents, students and teachers.

Analysis of the attendance data each term and report on this regularly

Resourcing

Funding of a full time attendance officer, text messaging

Other 2020 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
<ul style="list-style-type: none"> • Implement 10 year property plan as agreed with MOE • Rationalise remediation/replacement of leaky buildings as identified • Complete design and construction of new classroom block • Removal of relocatable classrooms • Plan for NF changing room replacement • Create 10-15 yr master plan for College campus in partnership with MOE 		<ul style="list-style-type: none"> • Implement 2020 budget • Review impact of opting out of “Donations replacement scheme” • Promote payment of Caregiver/parent contribution through clear messaging of value added to curriculum • Develop external funding streams: listed under Resources above 	
Personnel	Short Report	Community Engagement	Short Report
<ul style="list-style-type: none"> • Ensure staff wellbeing and welfare is highly valued and resourced • Support, value and recognise staff contribution inside and outside the classroom. • Robust employment process to ensure quality staff appointed • High quality induction programme and ongoing support for all staff 		<ul style="list-style-type: none"> • Maintain strong leadership in the Tauranga Peninsula Kahui Ako • Engage with Iwi over strategic direction of College • Regular communication with parents, whānua and community via social media, newsletter, weekly updates • Regular engagement, review of performance/reputation of college • Strengthen links with Old Boys, Alumni 	