



STATEMENT OF VARIANCE

2022

1. Our Intentions

Our Core values and aspirations

<p>Vision <i>Tūruapo</i></p>	<p>a. Best for Boys - Tama Tū Tama Ora</p> <ul style="list-style-type: none"> i. Better than before ii. Leaders in boys' learning iii. A Tūrangawaewae iv. Respecting the past in creating the future
<p>Mission <i>Whakatakanga</i></p>	<p>a. Better than Before - A school where we are committed to excellence and equity through</p> <ul style="list-style-type: none"> i. Growing ordinary boys to extraordinary men ii. A focus on continuous improvement for all iii. High expectations for all iv. Lifelong learning for all v. Competition vi. Quality Leaders and Communication <p>b. Leaders in Boys' Learning - A school where learning is paramount, through</p> <ul style="list-style-type: none"> i. Commitment to excellence and equity in Teaching and Learning ii. Innovative pedagogical and curriculum design for boys iii. Quality professional learning iv. An inclusive, structured, supportive, orderly and caring learning environment v. Accelerating academic achievement for all boys vi. A commitment to Māori boys enjoying and achieving educational success as Māori <p>c. A Tūrangawaewae - A school where I can stand and belong, through</p> <ul style="list-style-type: none"> i. Pride in who I am and where I am from, my House and the College ii. Fostering relationships that are respectful, supportive and honest iii. Declaring and upholding the characteristics of "Good Men" iv. A commitment to the Treaty of Waitangi v. Attendance and engagement in the life of the College <p>d. 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"> i. Acknowledging excellence ii. Promoting appropriate rites of passage and ceremonies iii. Strengthening links with our Old Boys and wider community iv. Ensuring our staff and students are equipped to meet the challenges and opportunities of the future v. Meeting the challenges and opportunities of a fast moving world
<p>Values <i>Whanonga pono</i></p>	<p>At Tauranga Boys' College we value and model these "Good Man" characteristics:</p> <ul style="list-style-type: none"> a. Whakaute / Respect- The way we treat someone or something. The Tauranga Boys' College Respect Code underpins everything we do. b. Atawhai / Generous- Supporting those less fortunate. Demonstrate kindness and concern for others. c. Pūmau / Loyal- Firm and constant support to people, team and college d. Manawaroa / Resilient- Determination and positive attitude in the face of adversity. e. Manawanui / Committed- Setting goals and working hard to achieve them - showing patience and seeing things through to the end. f. Pono / Honest- Being trustworthy.

2. Our Organisation

Our school systems

Improvement Plan- Finance

Finance Focus	Finance Report on 2022 progress
<ol style="list-style-type: none"> 1. Implement 2022 budget 2. Promote payment of Caregiver/parent contribution through clear messaging of value added to curriculum 3. Develop external funding streams: listed under Resources above 	<ol style="list-style-type: none"> 1. Budget reviewed and implemented as planned with the overall result being a positive surplus larger than anticipated due to: <ol style="list-style-type: none"> a. Greater than anticipated income- grants, donations, early equity funding injection late 2022. b. less spending on curriculum and extra curricular due to COVID restrictions. 2. BOT decision to continue to opt out of the donation scheme has again been positive for the College and enable the school to provide 'a rich, broad and engaging curriculum'- which the majority of whanau have supported. This needs to be balanced with those students who struggled to pay their fees and the school providing support for whanau if/when it is needed. 3. Old Boys Association, Titans Trust and Arts Council were very proactive in supporting students in 2022 in a range of academic, sporting and cultural endeavours and continue to provide external funding streams. Also the borders opening has meant the international market has opened again and the school will benefit international students joining us again in 2023.

Improvement Plan- Personnel

Personnel Focus	Report on 2022 progress
<ol style="list-style-type: none"> 1. Ensure staff wellbeing and welfare is highly valued and resourced. 2. Support, value and recognise staff contribution inside and outside the classroom. 3. Robust employment process to ensure quality staff appointed 4. High quality induction programme and ongoing support for all staff 	<ol style="list-style-type: none"> 1. Staff wellbeing and welfare prioritised responsive to challenges faced by Covid - positive feedback from all staff. <ol style="list-style-type: none"> a. NZCER Staff well being survey conducted key findings were: <ol style="list-style-type: none"> i. Positives: <ul style="list-style-type: none"> • Caring Teaching (staff) • Social Support for Students • Safe Policies/Respect for Culture ii. Work ons: <ul style="list-style-type: none"> • Perception of aggressive student culture • Student leadership valued • Effective professional learning 2. Extra-curricular contribution recognised across all areas Sport, Arts, Culture, Academic Support.

3. Employment process continues to be sound with the college fully staffed with capable, registered teachers and well qualified non-teaching staff.
4. Induction programme provided at start of year and to all staff joining during the year - reviewed and Implemented. Positive feedback from staff involved.

Improvement Plan- Property

Property Focus (summarised from property plan)	Property Report on progress
<ol style="list-style-type: none"> 1. Implement 10 year property plan as agreed with MOE 2. Rationalise remediation/replacement of leaky buildings as identified 3. Complete design and construction of new classroom block 4. Removal of relocatable classrooms 5. Plan for NF changing room replacement 6. Create 10-15 yr master plan for College campus in partnership with MOE 	<ol style="list-style-type: none"> 1. 5YA design fees released for: <ul style="list-style-type: none"> ○ Nicholson Field changing room replacement- planning undertaken, design ongoing, not yet started. ○ Music room upgrade - planning undertaken, design complete. Starting 2023. ○ Fire System upgrade - research undertaken. Tenders received. Aim to complete 2023. ○ Boiler replacement - Investigation complete. Aim to complete 2023/24 ○ Decking replacement - reprioritized for other more pressing property development. 2. Weathertightness - Still in the planning phase. Awaiting MOE approval. 3. New build - Started April 2022 and to be completed July 2023. 4. Not achieved as dependent on completion of new build and remediation of leaky buildings. 5. Planning currently in progress dependent on weathertightness programme. Delayed due to failure of MOE to provide a plan to remediate the leaky buildings. Rm 12,13, 14 to be re-sited. 6. Considerable work undertaken in partnership with MOE but still awaiting the MOE proposal.

Improvement Plan- Community Engagement

Community Engagement Focus	Report on 2022 progress
<ol style="list-style-type: none"> 1. Maintain strong leadership in the Tauranga Peninsula Kāhui Ako 2. Engage with Iwi over strategic direction of College 3. Regular communication with parents, whānau and community via social media, newsletter, weekly updates 4. Regular engagement, review of performance/reputation of college 5. Strengthen links with Old Boys, Alumni 	<ol style="list-style-type: none"> 1. Achieved with regular involvement in all governance hui's. 2. Continued and strengthened links especially with Kāi Tahu through development of Aronui and Tāne-nui-arangi Award. 3. Extensive and regular communication using various platforms . Weekly updates via email, messaging on Instagram, Facebook, TBC website as well as regular newsletters. Feedback has again been positive. 4. Continued positive feedback on the performance and the reputation of the college. 5. Ongoing development of Old Boys Association and connection to the school.

3. Our Experience

Our pedagogy and outcomes for our learners

Improvement Plan (Attendance and Engagement)

Strategic Goal

Improve whole school attendance rates

Annual Goal

- To improve the attendance rates of all students to above 90%
- To reduce the unjustified absences to below 5%
- To continue to improve on the follow-up process of student absences
- To continue to educate our community on the Parent Portal facility on KAMAR
- Update our school database of cell phone numbers and email addresses of caregivers.
- To support those students seriously impacted by COVID-19 via Google classroom

Baseline data and Annual Target

Rates %	2018	2019	2020	2021	2022	2022 Target
Attendance %	84.9%	84.0%	83.4%	86.8%	81.9%	Above 90%
Unjustified Absences %	7.5%	8.3%	6.9%	6.9%	6.4%	Below 5%

Observations for 2022:

- The college's whole school attendance rates have decreased 4.9% during 2022 across all ethnic groups from 86.8% (2021) to 81.9% (2022). All indicators reflect the combined impact of 3 years of the pandemic-physically, emotionally and mentally on students.
- Whole school absences slightly decreased to 6.4% compared to 6.9% in 2021.
- Our community's perspective and prioritisation of education has become increasingly skewed over the last 3 years. More and more whanau are excusing their sons absence for personal reasons (perhaps anxiety related) and an increasing number are whanau taking belated holidays during school time.

Key Improvement Strategies

- Clear communication to the school community as to the importance of getting their sons to school regularly via the school newsletter, website and Instagram.
- Reinforce key message to 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.
- Follow up of absent students by Form Teachers, Deans, Tutors, Attendance Officer and the Truancy Service
- Ensure that our Student Management System (KAMAR) with parent / caregivers contact details are updated to enable a shared approach to improving attendance of their sons.
- Continue to resource a person to oversee those students who are finding it difficult to return to school post COVID-19.
- Supply chromebooks, uniform and food to students to reduce the barriers of coming to school

When	What (examples)	Who	Indicators of Progress
Term 1	<ul style="list-style-type: none"> • Reduce barriers to come to school: (chromebooks, uniform and food). • Student Education around the importance of attending regularly- (ACE it! - attendance, completion and effort) promotion to staff, students and whanau • Contact details updated 	<ul style="list-style-type: none"> • Principals • Form Teachers • Admin Staff • Senior staff 	<ul style="list-style-type: none"> • Attendance rates improve
All Year	<ul style="list-style-type: none"> • Term by term attendance data shared with staff and parents identifying areas of concern. 	<ul style="list-style-type: none"> • Form Teachers 	<ul style="list-style-type: none"> • Attendance rates improves

Monitoring

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

Analysis of the attendance data each term and report on this regularly to staff, students and whanau.

Resourcing

The funding of a full time Attendance Officer and Assistant Principal for Online learning/Engagement monitoring
Text messaging to caregivers weekly.

Report on 2022 Attendance

The college has worked hard to support students attending school despite the disruption. The assurance that all learning would be available online meant that students still had access to learning even if they were impacted by COVID-19. This was monitored by an Assistant Principal, a position set up to support and monitor students working at home online while managing the impact of COVID19 on their lives and well being. This person has connected with the student and their family to set up Google Classroom and Education Perfect and monitored the engagement that has occurred. Having this in place has enabled a number of students to keep up to date with their school work whilst at home which has enabled them to have a smooth transition back into school.

This certainly helped a number of students to stay on top of their learning but too many students became disengaged from school during the later part of 2022 for a variety of reasons.

1. Health concerns: Fear of getting infected with COVID-19 or spreading it to others.
2. Lack of access to technology: Students may not have access to the necessary technology to participate in remote learning.
3. Home responsibilities: Some students have taken on additional responsibilities at home, such as caring for younger siblings, due to school closures.
4. Mental health: The pandemic and its associated stressors have taken a toll on the mental health of many students, making it difficult for them to focus on school.
5. Economic impact: Some families have experienced financial hardship due to job loss or reduced income, making it difficult to prioritize education.
6. Difficulty with online learning: Some students struggle with the self-directed nature of remote learning, leading to disengagement and lower attendance.

Unfortunately both Maori and Pasifika students are over represented in unjustified absences during this period and this had a significant impact on their academic results.

Next steps:

- Continue clear communication to the school community as to the importance of getting their sons to school regularly via the school newsletter, website and Instagram.
- Reinforce key message to 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.
- Continued follow up of absent students by Form Teachers, Deans, Tutors, Attendance Officer and the Truancy Service
- Ensure that our Student Management System (KAMAR) with parent / caregivers contact details are updated to enable a shared approach to improving attendance of their sons.
- Continue to resource a person to oversee those students who are finding it difficult to return to school post COVID-19 until the end of Term 1.
- Employ whanau engagement person to meet with most at risk whanau and provide attendance and engagement plan for them.
- Supply chromebooks, uniform and food to students to reduce the barriers of coming to school

Improvement Plan (Student Learning)

Strategic Goal	Targets- (Junior School)	Targets- (Senior School)
<p>1. Learning is future-focused with a commitment to preparing boys for life-long learning, further education, training, and work.</p> <p>2. Students have high-quality and equitable opportunities for learning through experiences inside and outside of classrooms.</p> <p>3. Learning outcomes and achievement are high across all ethnicity groups.</p>	<p>a. Junior Literacy</p> <p>i- Y9 Reading Comprehension</p> <ul style="list-style-type: none"> • CL3M + above 90% • CL4+ above 80% <p>ii- Y9 Writing</p> <ul style="list-style-type: none"> • CL3M+ above 80% • CL4+ above 70% <p>iii- Y10 Reading Comprehension</p> <ul style="list-style-type: none"> • CL4+ above 85% • CL5+ above 65% <p>iv- Y10 Writing</p> <ul style="list-style-type: none"> • CL4+ above 80% • CL5+ above 65% <p>b. Junior Numeracy</p> <p>i- Y9 Number</p> <ul style="list-style-type: none"> • CL3M+ 80% • CL4+ 70% <p>ii- Y10 Number</p> <ul style="list-style-type: none"> • CL4+ 80% • CL5+ 65% 	<p>Equitable outcomes for all:</p> <ul style="list-style-type: none"> • Level 1 Literacy 90%+ • Level 1 Numeracy 90%+ • NCEA L1 75%+ • NCEA L2 80%+ • NCEA L3 75%+ • UE - 50%+ • NZ Scholarships - 25+

Improvement Plan- 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 Targets

Year 9 % CL 3M & above	2021	2022 Target	2022 Result	Year 9% CL 4 & above	2020	2021	2022 Target	2022 Result
Reading Comprehension	88	>90	88	Reading Comprehension	83	78	>80	76
Writing	89	>80	87	Writing	65	70	>70	71
Number	84	>80	81	Number	52	53	>70	52

Year 10 % CL 4 & above	2021	2022 Target	2022 Result	Year 10 % CL 5 & above	2020	2021	2022 Target	2022 Result
Reading Comprehension	87	>85	86	Reading Comprehension	56	54	>65	51
Writing	83	>80	75	Writing	53	49	>65	47
Number	81	>80	77	Number	43	51	>65	38

The goal is to increase the number of Year 9 and 10 students working at the above Curriculum Levels respectively by the end of the year. Targeted teaching and learning, tracking to identify those in need of support and the intervention/support provided is a key to an improvement in this area. This helps to set the students up for success in NCEA Level 1 and beyond.

Key Improvement Strategies

- The English Department focus on both comprehension and writing pedagogy with regular monitoring/assessment;
- The Mathematics Department focus on number skills with regular monitoring/assessment;
- Reading support through the Reading Programme and the Reading Option.
- Learning Centre support through tutoring for those identified in Literacy and Numeracy and Teacher Aide support provided to groups and individuals in learning.

When	What (examples	Who	Indicators of Progress
Term 1	Academic Advisory Group & Faculty Targets set (see above).	<ul style="list-style-type: none"> • DP Junior School • AAG • HOF & Assistants in English and Maths 	By the end of Term one - Targets in place and initial assessment data, pedagogy, systems and monitoring will be in place. Students requiring support

		<ul style="list-style-type: none"> • Numeracy Coordinator • Learning Centre Tutors • HOF - Learning Needs 	will be identified (diagnostics) and learning support interventions in place.
Ongoing	Agreement on targets (see above) Teaching and learning strategies in place and learning support in place.	<ul style="list-style-type: none"> • DP Junior School • HOF - English / Maths • HOF - Learning Needs • Learning Centre • SENCO 	Teachers will be delivering an engaging curriculum that focuses on Reading, Writing and Numeracy attainment in the Junior School and relevant learning support in place.
Term 2/3	Identification of those students that are behind at mid-year for additional support.	<ul style="list-style-type: none"> • DP Junior School • AP (Data) • HOF - English / Maths • HOF - Learning Needs • SENCO 	By the end of Term two (from mid-year check points) these students will be identified in addition to those currently identified from Term 1 and support in place from Term 3 through to the end of Term 4.

Monitoring *Interim Reports, Mid-Year Reports, Learning Centre Diagnostics, Assessment Check Points (Maths & English Assessments), Numeracy and Literacy Database (updated every term), Data Tracking (Entrance, Diagnostic, Mid-year and End of year (examinations)).*

Resourcing *DP Junior School Leadership, Curriculum Budget, Junior School Academic Tutors, HOF English & Maths, Senco, Teacher Aides, Learning Centre Tutors, Reading Tutors, Year 13 Tutors, Teaching Staff.*

Report on 2022 Junior Results

Despite an optimistic start to the year, early disruptions with the lingering pandemic proved challenging. Staff and students were able to draw from their experience of previous years, adapt and be flexible but the 3 years of disruptions has had an impact on overall achievement outcomes for students in the junior school in terms of reaching our aspirational targets.

In Literacy:

- Reading comprehension targets were attained in 1 of the 4 targets set.
- Writing achievement met 2 of the 4 targets set.
- Year 10 students involved in the Literacy and Numeracy pilot showed mixed results doing better in the NCEA Pilot exams than in their end of year school exam.

In Numeracy:

- We attained 1 out of the 4 targets sets.
- Year 10 students involved in the Literacy and Numeracy pilot showed mixed results doing better in the NCEA Pilot exams than in their end of year school exam.

Our overall data indicates we are able to accelerate the progress of our learners with a large number of our students entering the school below CL requirements. Although we see a significant improvement across both cohorts from the diagnostic data through to the end of year attainment we still have work to do to support our junior students to prepare them for NCEA.

Next Steps:

- Set high expectations and targets for 2023 with a focus on preparing students for NCEA.
- Continue the positive classroom practices to maximise learning attainment and improvement and using data to inform our practice.
- Continue the additional support structures for boys that require it within TBC through our key interventions - Learning Centre Assessments and Tutoring, Teacher Aide Support, The Reading Programme, Numeracy Teacher Aide, NCEA change focus of all teachers including literacy and numeracy strategies in their curriculum design.

- Continued involvement in the Literacy and Numeracy Pilot in 2023, focusing on the increased incorporation of key Literacy and Numeracy skills across our junior subject areas.

Improvement Plan- 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 Targets

% Pass rate	2018	2019	2020	2021	2022 Target	2022 Result
L1 Literacy	84.4	92	92.2	89.2	>90	83.6
L1 Numeracy	83.2	85.8	89	87.2	>90	84.1
NCEA L1	72.4	76.9	80.6	78	>75	74.6
NCEA L2	82	83.6	86.2	84.7	>80	86.7
NCEA L3	66.7	70.6	78.8	71.4	>75	69.2
UE	43.2	50.2	59.2	51.8	>50	50.9
Scholarships	37	24	16	8	>20	18

L1 Literacy and Numeracy are required for NCEA. Our goal is to consistently have equitable attainment above 90% for Year 11s Level 1 Literacy and Level 1 Numeracy.

Key Improvement Strategies *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. Assistant Principal appointed with responsibility for distance learning*

When	What (examples)	Who	Indicators of Progress
Term 1	AAG - Faculties: Targets	<ul style="list-style-type: none"> DP Senior School Academic Tutor Numeracy Coordinator AAG 	By the end of Term 1, 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"> Maths Teachers English Teachers 	By the end of Term 1, teachers will be delivering a curriculum that focuses on Literacy and Numeracy attainment.
Term 1	Academic Coaching Form Teachers raise awareness of	<ul style="list-style-type: none"> Form Teachers 	By the end of Term 1, learners will be aware of their own personal targets and

	Literacy / Numeracy with boys and caregivers		goals (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>			
Report on 2022 Senior Results <p>As indicated in our Junior report, the ongoing disruption to learning has had an impact on the learning outcomes for our learners. A range of supports and initiatives were put in place to mitigate the risk of underachievement with mixed success when compared to our in school targets and data.</p> <p>Amongst these challenges it was most pleasing to see our NCEA Level 2 results (the best in 5 years) and our Scholarship results up from 7 in 2021 to 18 in 2022.</p> <p>Overall, our academic results demonstrated that boys', at Tauranga Boys' College:</p> <ul style="list-style-type: none"> do better than all students nationally in NCEA Level 1, 2, and 3, and equal to all in NZ for University Entrance. do significantly better than boys in New Zealand in all of NCEA and UE. <p>A summary of key results highlights:</p> <ul style="list-style-type: none"> All results down (national trend), except Level 2 (against national trend) Level 2 results the best in 5 years TBC maintained academic lead over All NZ and Decile 4-7 Boys Endorsement rates down Māori and Pacific learners as indicated in the attendance report were over represented in underachievement in 2022. 18 NZ Scholarships <p>Not included in these results is the extraordinary uptake of Year 12 and 13 students taking university papers while still at school. In 2022, the school offered university papers in 15 subjects. 31 boys attained 57 stage-one university papers at an A- grade or better.</p> <p>Next steps: Challenges for 2023</p> <ul style="list-style-type: none"> Literacy / Numeracy preparation for NCEA Change 2024 with continued involvement in the Literacy and Numeracy Pilot in 2023; Endorsement rates improvement; Māori and Pacific learners- reengaged in learning. 			