



Tauranga Boys' College

STATEMENT of VARIANCE

Annual Strategic Drivers 2023

VISION FOR OUR BOYS



HE KITENGA MŌ NGĀ TAMA



1. Our Intentions

Our Core values and aspirations

1.1- Vision (Tūruapo)

- a. **Best for Boys - Tama Tū Tama Ora**
 - i. Better than before
 - ii. Leaders in boys' learning
 - iii. A Tūrangawaewae
 - iv. Respecting the past in creating the future

1.2- Mission (Whakatakanga)

- a. **Better than Before - A school where we are committed to excellence and equity through**
 - 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
- b. **Leaders in Boys' Learning - A school where learning is paramount, through**
 - 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
- c. **A Tūrangawaewae - A school where I can stand and belong, through**
 - 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
- d. **Respecting the Past in Creating the Future - A school where we uphold the traditions and history of the College, through**
 - i. Acknowledging excellence
 - ii. Promoting appropriate rites of passage and ceremonies
 - iii. Strengthening links with our Old Boys and wider community

	<ul style="list-style-type: none"> 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>1.3- 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.
<p>1.4- Māori Dimensions and Cultural Diversity</p>	<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 staff and students are encouraged to have pride in who they are and to recognise and value cultural diversity.</p>

2. Our Organisation- Overview (Our school systems)

2.1 RESOURCES Rauemi (resource acquisition and investment)	2.2 NETWORK- Whanaungatanga (partnerships)	2.3 STRUCTURE- Whakatakotoranga (alignment of personnel and systems)	2.4 PROCESSES Tukanga (operational context)
<ul style="list-style-type: none"> a. Strategic and prudent fiscal management b. Strategic investment in staff and student well-being c. Implement property plan 	<ul style="list-style-type: none"> a. Engage with Local Iwi NELP2 b. Whanau and Parent Community involvement NELP2 c. Partner with key professional organisations d. Strengthen links with TBC Old Boys Association and Alumni e. Other educational, curriculum and leadership organisations and associations 	<ul style="list-style-type: none"> a. Clear management structure b. Supportive Student management and Pastoral Team 	<ul style="list-style-type: none"> a. Curriculum b. Students Cultural needs c. Extra Curricular d. Professional learning and development e. School Culture
Key Focus for 2023: <ul style="list-style-type: none"> - a(iii)- Additional funding channels secured to provide financial sustainability. - b(ii)- Support, value and recognise staff contribution inside and outside the classroom - c(iv)- Implementing BOT Strategic Property Plan 	Key Focus for 2023: <ul style="list-style-type: none"> - a(i,ii)- Engagement with Iwi - c(i)- Leading Super 8 - d(ii,iii,iv)- Strengthening links with TBC Old Boys 	Key Focus for 2023: <ul style="list-style-type: none"> - a(i)-Review Senior Leadership Team - b(i,ii,iii)- Additional admin to support management. 	Key Focus for 2023: <ul style="list-style-type: none"> - e(iii)-School Culture Assemblies- introduce school waiata and karakia

2. Our Organisation

(Our school systems)

2.1 Resources (*Rauemi*)-

(Resource acquisition and investment- people, property, finance)

Key focus 2023	Statement of Variance
<p>2.1a- Strategic and prudent fiscal management through: (iii)- Additional funding channels explored and secured to provide financial sustainability through:</p>	<p>Our aim this year was to explore the number of additional funding streams the College has, outside of its operational funding allocation, that contribute to the funding/resourcing of the College. With a new Principal and a new BOT this was an opportunity to review and report on the current additional funding streams the College had and how these could be enhanced/developed. These include:</p> <ul style="list-style-type: none"> ○ Donations- (parents, subject contributions, other) ○ Facility Hire ○ International Students ○ Uniform Sales ○ Old Boys Association ○ Titans Sports Trust ○ Arts Council ○ Term Deposits. <p>These extra funds support what we call the 3P's- (Property, People, Programmes) and contribute to the 'broad and rich' curriculum we aim to provide our young men both inside and outside the classroom.</p> <p>NEXT STEPS:</p> <p>Align additional funding channels secured to BOT strategic drivers</p>
<p>2.1b- Strategic investment made in staff and student wellbeing through: (ii) Support, value and recognise staff contribution inside and outside the classroom:</p>	<p>In an effort to support Staff Wellbeing a fund of \$20K- (\$100 per staff member) for school leaders to access support staff- morning teas, afternoon teas etc. We also wanted to support those staff who give 'extra' outside the classroom and support our Extra-curricular across all areas Sport, Arts, Culture, Academic Support.</p>

	<p>Other examples of supporting staff in 2024:</p> <ul style="list-style-type: none"> ■ Coaches/Managers - we have been able to recognise our sports coaches/managers for their contribution to the wider culture of the school with: ■ Middle Management Allowances (MMA) for Teachers in charge of sport. ■ 1st Team Coaches- (Winter) - All received a complimentary rain jacket, hoodie and track pants to wear on the sideline ■ Scholarship Group breakfast - Rob Gilbert held a special breakfast for our teachers of scholarship to encourage and support the extra work they do. ■ Dessert with the Dames - Paid for our Admin support staff to attend this local event together. ■ ARTS Breakfast- Those staff who have contributed the first half of the year to range of Arts and Cultural activities <p>We have also ensure we provide:</p> <ul style="list-style-type: none"> ● Staff Morning Tea(s)- Mid-Term to acknowledge extra relief cover and Open Evening. ● Coffee Machines- Trial 2x Coffee Machines in the staffroom for staff to enjoy. ● Staff Travel Awards (increase to 4x awards/increase \$2K to \$2.5K) <p>NEXT STEPS:</p> <p>Focus in 2024 on 'Better'- Better than before in 2024 with a focus on staff being better in terms of their well-being. Built around Te Whare Tapa Wha and Wiremu Matthew's 15:3:1 principle.</p>																		
<p>2.1c- Strategic implementation of property plan: (iv) Implementing BOT Strategic Property Plan</p>	<p>The College has a number of building projects through its 5YP and Capital Works program. These will be ongoing for BOT Property Summary outlines the variety of Property initiatives</p> <table border="1" data-bbox="846 1050 1630 1385"> <thead> <tr> <th colspan="3" style="background-color: yellow;">BOT Strategic Property 2023</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Music Room Refurbish</td> <td style="background-color: cyan;">Complete</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Indoor Facility- The Cloud</td> <td style="background-color: cyan;">Complete</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Relocation of 3x Prefabs (Rm 46/47/48) to Hostel Block</td> <td style="background-color: cyan;">In Progress</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Hospitality Upgrade</td> <td style="background-color: cyan;">Complete</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Update IT in the Boardroom.</td> <td style="background-color: cyan;">Complete</td> </tr> </tbody> </table>	BOT Strategic Property 2023			1	Music Room Refurbish	Complete	2	Indoor Facility- The Cloud	Complete	3	Relocation of 3x Prefabs (Rm 46/47/48) to Hostel Block	In Progress	4	Hospitality Upgrade	Complete	5	Update IT in the Boardroom.	Complete
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	6	STP and BRT Shed	In Progress
	7	Aronui - Commision & install Pou Tahu	In Progress
	8	Waharoa- Entrance to Aronui	Complete
	9	Staff Room Revamp	In Progress
<p>NEXT STEPS:</p> <p>The BOT Property Committee will identify key areas of further development in the life of the College and commit this to an annual plan.</p>			

2.2 Networks (*Whanaungatanga*)

(Partnerships)

Key focus 2023	Statement of Variance
<p>a. Engage with Local Iwi</p> <ul style="list-style-type: none"> - Tamati Tata (Kaumatua) - Rachel Chaney (Ngai Tahu) 	<p>This has proved to be a challenge. We worked hard to engage with our local iwi and discovered that a number of key mana whenua are already working within councils, Ministry and Iwi roles so securing their time has been challenging.</p> <p>We have continued links with our Kaumatua- Tamati Tata and members from Ngai Tahu through development of Aronui and Tāne-nui-arangi Award.</p> <p>NEXT STEPS:</p> <p>In 2024 we will establish our Maori Advisory Group (Te Kahui Rangatira) to guide all things Maori in the kura engage with the aim of a member of this group to join our BOT Hui when they can.</p>
<p>c. Partner with key professional organisations</p> <ul style="list-style-type: none"> i. NZ Super 8 Schools - Lead school in 2023 	<p>As part of leading Super 8 in 2023, we launched a couple of initiatives to help enhance our Super 8 Collective.</p> <ul style="list-style-type: none"> ● 25 year booklet- completed end of Term 1 2024 ● Super 8 Website - launched Term 1 2024

	<p>NEXT STEPS: Complete the Super 8 25 Year Booklet.</p>
<p>b. Strengthen links with Old Boys, Alumni</p>	<p>We continue to work on ‘strengthening the relationship/links between the schools and TBC Old Boys’. Making connections with our Old Boys and inviting them to give back time, talent, treasure.</p> <p>Old Boys’ have welcomed this connection and we hosted the following successful events.</p> <ul style="list-style-type: none"> ● Auckland- Tuesday 16th May - Over 30 Old Boys Attended this event which was fantastic. ● London- 1st July- Event locked in for the Dickens Inn- Over 30 already indicating attendance. ● Wellington- 30th August ● Dunedin- 2nd September ● Christchurch- 29th August ● Paris- Robert Mangan (October) ● Old Boys Dinner Tauranga- 7th October. <p>NEXT STEPS:</p> <p>Continue to strengthen the links with the Old Boys with a specific focus on increasing membership to the association.</p>
<p>2.3 Structure (Whakatakotoranga) (Alignment of personnel and systems)</p>	
<p>Key focus 2023</p>	<p>Statement of Variance</p>
<p>a. Clear Management Structures as outlined in our QA Manual (01.07) with a review of the roles and responsibilities of:</p> <p>i. <i>Senior Leadership Team</i></p>	<p>The SLT completed their self review. This was slowed due to the more pressing need for the team to focus on NCEA Changes for 2024. A smaller committee was formed to continue the review. Key findings in this review was the shift of 1x Assistant Principal who took on the role of Property Manager. The role of Property Manager was never replaced.</p>

	<p>This allowed scope to add another Senior Leader to the mix who could focus on Academic Achievement and oversee our Tutors and academic tracking. This would also free up Deputy Principal's of these roles. The role was advertised internally and an appointment made.</p> <p>Further to this, one of our Deputy Principal's was successful in becoming a Principal, another resigned for personal reasons to pursue other career options. This gave opportunity for other middle leaders to apply and take on a senior leadership role.</p> <p>Having now 3 new staff in Senior Leadership positions including the additional Senior Leader has enabled us to refresh the roles and responsibilities and streamline of our processes.</p> <p>NEXT STEPS: (a) Support/Develop new Senior Leadership Team</p>
<p>b. Supportive Student Management and Pastoral Team with a specific focus on supporting and resourcing:</p> <ul style="list-style-type: none"> i. <i>07.06-Guidance</i> -Additional 15 hours GC -Soul Learner launch- GMN/Leigh Patuawa ii. <i>07.07- Careers</i> - Admin Support iii. <i>Whanau Attendance engagement</i> 	<p>We have now been able to employ all key additional support staff to help the team with the management of the College across a range of areas.</p> <ul style="list-style-type: none"> ● Old Boys Admin/Support (5 hours per week)- Rob Leslie ● Finance Admin support (20 hours per week)- Melissa Van Leuwen ● Lab Manager Support person (20 hours per week)- Brian McLaren ● Extra Guidance hours (20 hours per week)- David Smith ● Attendance Support- Home visits/Whanau connect (40 hours per week)- Bill Kite ● Careers Admin Support (20 hours per week)- Kasey Ronowicz ● Facility Hire Support person (20 hours per week)- Andria Googliffe ● Extra Curricular Admin Support person- (20 hours per week)- Jennifer West ● Numeracy Tutor-(30 hours per week)- Karen Spicer <p>NEXT STEPS: Support these staff in their roles and review. Looking to add another Admin Support person to cover Fridays in the student office and be developed to cover admin roles where needed in the school.</p>

2.4 Process (*Tukanga*)

(Operational Context)

Key focus 2023	Statement of Variance
<p>d. Professional learning and development in preparation for NCEA Change:</p> <ul style="list-style-type: none"> i. Literacy and Numeracy ii. Mana orite mo to Matauranga Māori iii. Differentiated Learning 	<p>Further to the outline made in 3.2a, ImpactED has been supporting Tauranga Boys' College to understand pedagogy around differentiated learning. The 2023 PLD focussed on supporting TBC kaiako to implement the L1 NCEA Numeracy and Literacy co-requisites. This was largely built on effective pedagogy for mixed ability learners in the Y9/10 Junior Curriculum. This includes support to developing tracking and reporting practices for NCEA Literacy and Numeracy and to understand how to use readiness assessment tools.</p> <p>NEXT STEPS:</p> <p>As per 3.2a</p>
<p>e. School Culture (iii) Assemblies-</p> <ul style="list-style-type: none"> - introduce school waiata and karakia 	<p>We have now included the school waiata and karakia into our school assemblies and encourage the use of these at other formal school gatherings and hui. Here is a link to the TBC Karakia/Waiata shared with the staff. I am confident that this will grow as staff, students and whanau become more familiar with these key cultural elements to our school.</p> <p>School waiata and karakia are now incorporated into all school assemblies and beginning to be used by our sports teams when they travel. Here is a link to the U15 Rugby Team after winning the first round of their tournament- U15 Rugby School Waiata.</p> <p>NEXT STEPS:</p> <p>Continue to use karakia and waiata in Assembly and other school gatherings. Encourage staff/students to use where and when required.</p>

3. Experience- Overview

(Our pedagogy and outcomes for our learners)

<p>3.1 CULTURE Ahurea (How our intentions are upheld)</p>	<p>3.2 EFFECTIVE TEACHING and LEARNING Ako (How our intentions are delivered)</p>	<p>3.3 STUDENT LEARNING Tā te ākongā ako (How our intentions are received)</p>	<p>3.4 ACADEMIC ACHIEVEMENT Whakatutukitanga (Outcomes of our intentions)</p>
<p>a. A commitment to upholding the provisions of the Treaty of Waitangi acknowledging the unique provision of Māori as tangata whenua and respecting all cultures represented in our school community. (NELP 2/5)</p> <p>b. A supportive, orderly, caring and inclusive culture that reflects our school values and qualities of good men. (NELP1)</p> <p>c. Provide extra- curricular opportunities and experiences that meet the needs and aspirations of every boy (NELP4)</p> <p>d. Promote and develop student leadership</p> <p>e. Promote student attendance and engagement (NELP3)</p>	<p>a. Quality professional learning which enhances the knowledge and skills of our staff (NELP 5/6)</p> <p>b. A quality curriculum that is broad, rich and engaging; driven by students' needs and future pathways (NELP7)</p> <p>c. A curriculum and pedagogy that consistently delivers the best education for our boys (NELP4)</p>	<p>a. Learning that develops future focused competencies- managing self, critical thinking, communication, creativity, collaboration, cultural understanding (NELP4)</p> <p>b. A commitment to preparing boys for life long learning, further education, training and work (NELP7)</p> <p>c. High quality and equitable opportunities for learning through experiences inside and outside the classroom (NELP7)</p>	<p>a. Junior School equitable outcomes (NELP4)</p> <p>b. Senior School equitable outcomes (NELP4)</p>
<p>Key Focus for 2023:</p> <ul style="list-style-type: none"> - b (i) review of device usage addressing negative traits of device addiction and impact on learning. - d(i)- Promote and develop student leadership - e (i)- Promote student attendance and engagement 	<p>Key Focus for 2023:</p> <ul style="list-style-type: none"> - a(i,ii) - Quality professional learning in preparation for NCEA change: - b(i,ii) A curriculum refresh to reflect changes to NCEA and Differentiated Learning. 	<p>Key Focus for 2023:</p> <ul style="list-style-type: none"> - a (i)- Review current supports in place to meet the growing needs of students below the required curriculum levels in the Junior school. 	<p>Key Focus for 2023:</p> <ul style="list-style-type: none"> - a,b- Improving Literacy and Numeracy outcomes for Year 9-11 and UE literacy.

3. Experience

Our pedagogy and outcomes for our learners

3.1 Culture (*Ahurea*)

(How our intentions are upheld)

Key focus 2023	Statement of Variance
<p>3.1b. Provide a supportive, orderly, caring and inclusive culture that reflects our school values and qualities of good men with a specific focus on:</p> <ul style="list-style-type: none">i. reviewing our device usage and addressing negative traits of device addiction and impact on learning.	<p>All our behaviour at TBC is guided by our Respect Code:</p> <ul style="list-style-type: none">● Respect for self● Respect for others● Respect for learning● Respect for the College <p>Our device usage review began with identifying the current online security and visibility we provide as a school. The N4L site that parents and caregivers can access to support safety and security online. Our IT Department has the ability to see and control device usage and monitor student interactions.</p> <p>We continue our review of device usage at TBC and have looked at:</p> <ul style="list-style-type: none">● how the N4L system enables our IT Department to see and control device usage and monitor student interactions.● Year 9- Digital Citizenship- What we deliver to Year 9 students.● The Student Learning Device Usage at TBC Survey has been Completed. Over 1000 students completed the survey and provided us with valuable feedback on students' device usage. <p>NEXT STEPS:</p> <ul style="list-style-type: none">- Implement National cell phone usage policy addressing negative traits of device addiction and impact on learning.

3.1d. Promote and develop student leadership
 ii. Prefects


This year prefects were instrumental in developing a leadership model to use for future generations of leaders at TBC. The aim of this was give greater clarity and focus to the group in leading key areas if the school:

- Academic
- Sports
- Arts
- Community

This also included opportunities for leadership in:

- International
- Aronui
- Houses
- Form Time.

TBC Student LEADERSHIP MODEL

Tauranga Boys' College Prefectship		
OUR VALUES	OUR BEHAVIOURS	ROLES and RESPONSIBILITIES
◆ RESPECT	➤ LISTEN - To peers/others.	★ <u>PREFECT</u>
◆ GENEROSITY	➤ SELFLESS SERVANT- Giving time and effort without expecting reward.	★ <u>Head Boy</u>
◆ LOYALTY	➤ TAKING ACTION - Advocating for positive change, leave a footprint.	★ <u>Deputy Head Boy</u>
◆ RESILIENCE	➤ ENCOURAGING - Be enthusiastic and inspire pride and confidence in your peers.	★ <u>Academic Captain</u>
◆ COMMITMENT	➤ COGNITIVE EMPATHY - Be patient, understanding, unbiased and accepting others and ensure they are included.	★ <u>Sports Captain</u>
◆ HONESTY	➤ WALKING THE TALK - Do what you said you would do.	★ <u>Arts Captain</u>
		★ <u>Maori Leader</u>
		★ <u>International Leader</u>
		★ <u>Community Leader</u>
		★ <u>House Captain</u>
		★ <u>Form Leader</u>
		
Whakaute - Pono - Manawanui - Manawaroa - Pūmau - Atawhai		

NEXT STEPS:

Continue to embed Leadership model and develop student leadership across the College.

3.1e. Promote student attendance and engagement
iii. Implementation of Attendance Improvement plan.

Our attendance improvement plan was built around the following key strategies:

- Greater visibility of attendance with students, staff and whanau through ACE it! (Attendance. Completion. Engagement) drive- newsletters, assemblies.
- Whanau Engagement Officer- working with our most at risk attendees.
- Aim to have students across the school operating at over 80%

We continue to promote ACE it! (Attendance. Completion. Engagement)

- TERM 1- 87%
- TERM 2- 85%
- TERM 3- 83%
- TERM 4- 83%

Data	2017	2018	2019	2020	2021	2022	2023
Year 09	87.7	88.3	87.9	87.1	88.3	84.8	86.3
Year 10	85.4	86.3	84.1	85.1	84.9	81	84.2
Year 11	85.5	85.6	84	83	87.6	80.3	80.8
Year 12	84.9	84.4	84.1	82.1	86.7	82.2	81.3
Year 13	80.6	79.2	79.8	79	81.7	76.4	79.7
Whole School	85.3	85.4	84.5	84	86.3	81.6	83

Great to see the improvement in our junior students' attendance. It is clear that our senior students contribute to this decline and note that from mid Term 3 onwards there is a decline in senior student attendance for a range of reasons including- already completed their required credits for NCEA; picked up part time work and doing both school and work; for a smaller percentage realised that they won't achieve the required credits this year so tapped out either to go to work OR come back next year.

NEXT STEPS:

Continue to promote student attendance and engagement

3.2 Effective Teaching and Learning (Ako)

(How our intentions are delivered)

Key focus 2023	Statement of Variance
<p>3.2a- Quality professional learning which enhances the knowledge and skills of our staff with a specific focus on:</p> <ul style="list-style-type: none"> - preparation for NCEA Change: <ul style="list-style-type: none"> - Literacy and Numeracy - Mana orite mo to Matauranga Māori - Differentiated Learning - Localised Curriculum - Assessment for Learning - Culturally Responsive and relational pedagogy 	<p>Our intentions are delivered through our staff who have made a commitment to provide broad, rich and engaging learning activities that are driven by students' needs and future pathways. In order to support this, we provided Professional Learning Groups (PLG) to upskill and develop our staff in key areas. Staff were also expected to complete their Professional Growth Cycles (PGC) as part of their commitment to our profession. The emphasis is on 'improving' not 'proving'.</p> <ul style="list-style-type: none"> ● 7x PLG meetings- Tuesday morning. ● 1 x observation (minimum) ● Every PLG will collect evidence of their professional learning throughout the year ● The focus is on HOW we are teaching & positive, respectful relationships whanaungatanga <p>Key focus for 2023:</p> <ul style="list-style-type: none"> ● NCEA Change- Te Punga/Cambridge IGCSE ● Differentiated Learning <p>The Within School Leaders for 2023 provided the following professional development for staff and support staff:</p> <ul style="list-style-type: none"> ● Literacy (PGE/DVN) ● Numeracy (BYC/LEY) ● Mana ōrite mō te mātauranga Māori (TKO/APN) ● Localised Curr. (PAK/KUK) ● Differentiated Learning. (SMH/OMR) ● TBC 101 - (BRY/LAW) <p>See note in 2.4d- We are also working with Jackie Brown from ImpactEd to support our leaders of learning with the implementation of literacy and numeracy.</p> <p>NEXT STEPS: Quality professional learning in preparation for curriculum refresh with a specific focus on:</p>

	<ul style="list-style-type: none"> - Literacy and Numeracy - Mana orite mo to Matauranga Māori - Localised Curriculum - IGCSE- Cambridge
<p>3.2b- A quality curriculum that is broad, rich and engaging; driven by students' needs and future pathways with a focus on:</p> <p>i.</p>	<p>Tauranga Boys College has made the following preparations for the proposed changes to NCEA in 2024:</p> <ul style="list-style-type: none"> ● Engaged in the Literacy / Numeracy Pilot ● Tuesday morning Professional Learning Groups led by Within School teacher committed to providing key area of supports with a particular focus on: <ul style="list-style-type: none"> ○ Literacy and Numeracy ○ Mana orite mo to Matauranga Māori ○ Differentiated Learning ● NCEA Change 2024- Staff attended the MOE NCEA Jumbo Day on the 1st May. The purpose of the day was to update, inform and prepare staff for the NCEA changes scheduled to be introduced next year at Level 1. I am disappointed to say that the day was regarded by most, as a waste of time with very little reassurance or clarity of what the changes will look like moving forward. If we run the NCEA change through our vision and mission filter of 'Best for Boys' and 'Better than Before' the proposed curriculum changes do not measure up. For this reason we actioned a full review of our staff's position re NCEA change for 2024 and consideration of the 'International General Certificate of Secondary Education'- (IGCSE- Cambridge) as a possible alternative to at least be considered. Key questions for leaders of learning: <ul style="list-style-type: none"> ○ Are you confident in the proposed changes for NCEA Level 1? ○ Would you support removing NCEA Level 1 and replacing this with our own TBC Certification? ○ Are you in favour of some subjects offering IGCSE for Year 11 and Accelerate Year 10's in 2024. <p>Key recommendations from this review/feedback;</p> <ul style="list-style-type: none"> ● Remove NCEA Level 1 at Tauranga Boys' College and replace it with our own certification from 2024. ● Establish a working group to draft guidelines and benchmarks for the Year 11 TBC Certificate.

Staff used their most recent Teacher Only Day to plan for the implementation of our new Year 11 programme for 2024- Te Punga- 'the Anchor'.

Here is an overview of the programme:

Compulsory (Students below CL4A)

- English with Literacy
- IGCSE English Language + NCEA Literacy
- Mathematics with Numeracy
- IGCSE Core Mathematics + NCEA Numeracy
- Plus one Science and three Options

Compulsory (Students CL4A and above)

- English- IGCSE English Language
- Mathematics- IGCSE Mathematics
- Plus one Science and three Options

Year 10 Accelerate students

- English- IGCSE English Language (4 hours pw)
- Mathematics- IGCSE Mathematics (4 hours pw)
- Science- IGCSE Combined Science (4 hours pw)
- Physical Education- IGCSE Physical Education (4 hours pw)
- History- IGCSE History or
- Geography- IGCSE Geography (4 hours pw)
- Plus four, 5 hour ½ year, options

Year 11 Accelerate students

- English IGCSE English Literature
- Mathematics NCEA Level 2
- Plus 4 NCEA Level 2 subjects

NEXT STEPS:

Implement Te Punga at Year 11 and IGCSE

3.3 Student Learning (*Tā te ākongā ako*)

(How our intentions are received)

Key focus 2023	Statement of Variance
<p>3.2a- Learning that develops future focused competencies- critical thinking, communication, creativity, collaboration, cultural understanding with a specific focus on:</p> <ol style="list-style-type: none">i. Review current supports in place to meet the growing needs of students below the required curriculum levels in the Junior school including:	<p>A review was completed with the Learning Centre Team to identify key areas of need to support our learning support programme. Some key areas of need have been identified:</p> <ul style="list-style-type: none">● More Space- room for tutors 1:1/small groups● Numeracy Tutor- Employed a new Numeracy Tutor● Looking to employ another Primary Trained teacher in Learning support to cover classes and release STR and FAH to support staff across other Learning Support classes. <p>All these have been put in place with the addition of 2x Primary trained teachers to support our junior students.</p> <p>NEXT STEPS: Implement supports in place to meet the growing needs of students below the required curriculum levels in the Junior school.</p>

3.4 Academic Achievement (*Whakatutukitanga*)

(Outcomes of our intentions)

JUNIOR Key focus 2023

Junior School equitable outcomes with a specific focus on improving Year 9 and Year 10 Literacy and Numeracy

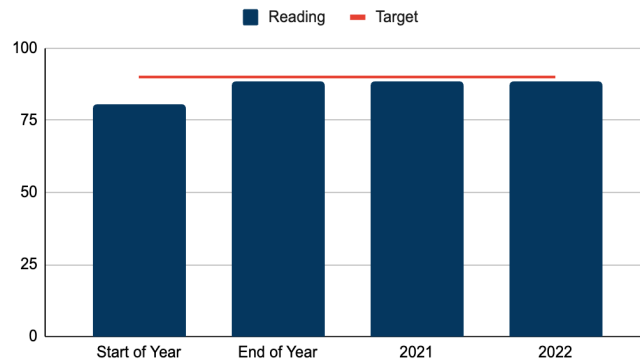
Statement of Variance

We are really pleased with the improvement in our Junior school. The strategy for this has been:

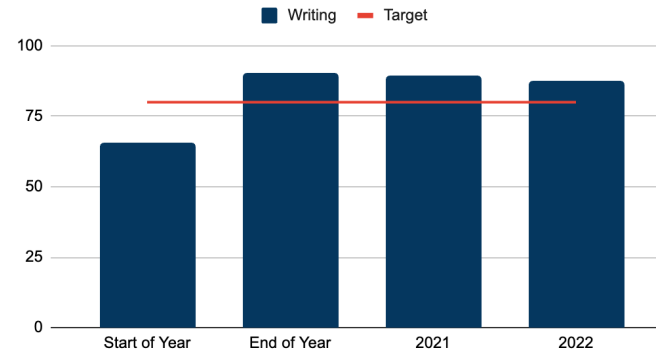
- An English Department focus on both comprehension and writing pedagogy;
- Mathematics Department focus on number skills with regular monitoring/assessment in these areas;
- Appointment of Numeracy and Literacy Coordinators (Within School Leaders) in Literacy and Numeracy to provide staff with professional development in across school literacy and numeracy strategies and support student preparation within English and Maths Departments
- Appointment of Numeracy Tutor;
- Reading support through the Reading Programme and the Reading Option;
- Learning Centre support through tutoring for those identified in both Literacy and Numeracy;
- Teacher Aide support provided to groups and individuals in learning needs classes

Junior Targets Year 9

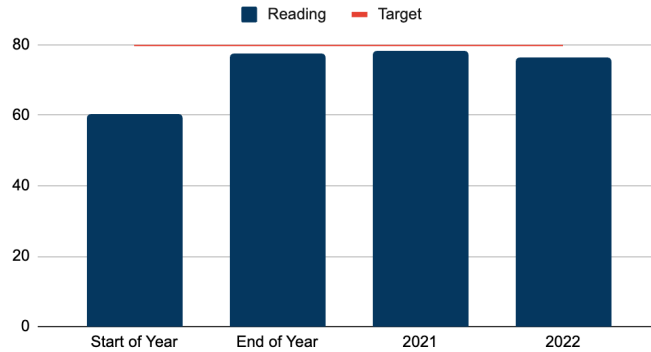
Year 9 3M+ Reading 2023



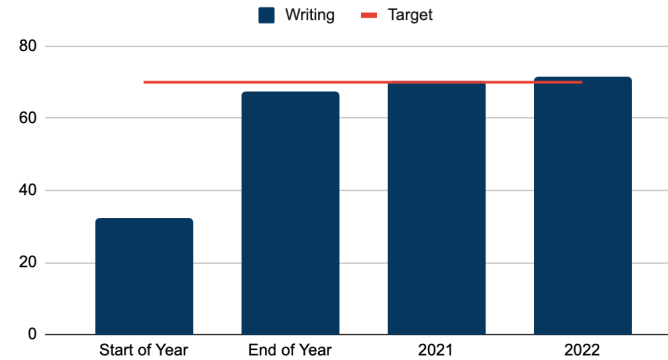
Year 9 3M+ Writing 2023



Year 9 4A+ Reading 2023



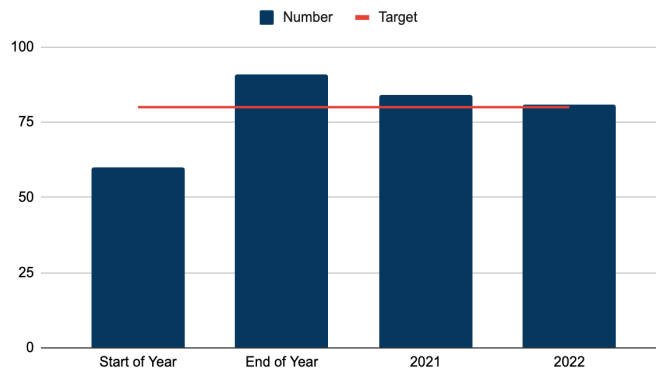
Year 9 4A+ Writing 2023



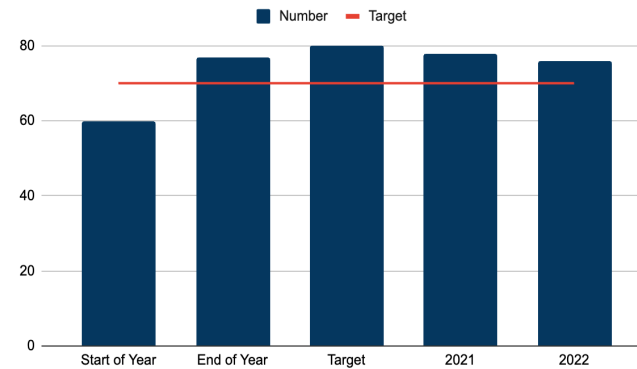
Literacy - Start of year Percentages (red). End of Year Percentages (blue)

- **Year 9 Reading Comprehension**
- CL 3M & above - 90%+ **80.3%** **87.8%**
- CL 4A & above - 80%+ **59.8%** **76.5%**
- **Year 9 Writing**
- CL 3M & above - 85%+ **65.4%** **89.5%**
- CL 4A & above - 70%+ **32.2%** **66.5%**

Year 9 3M+ Number



Year 9 4A+ Number

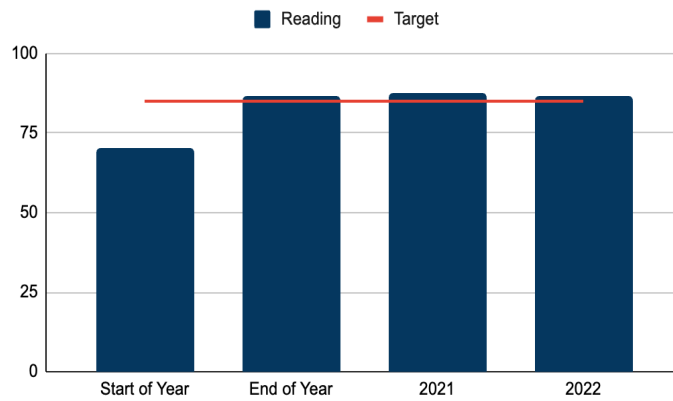


Numeracy - Start of year Percentages (green) Term 1 Percentages (red). End of Year Percentages (blue)

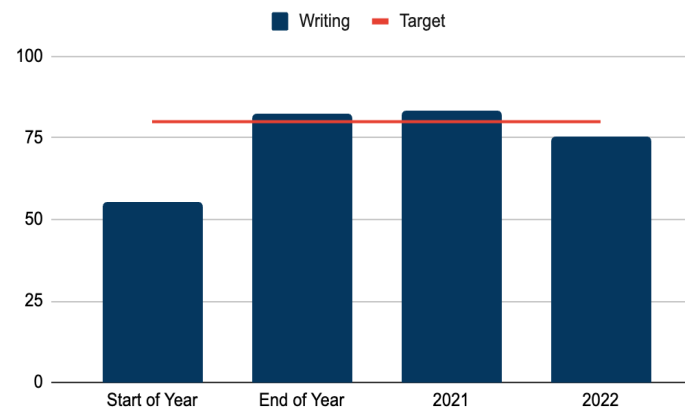
- **Year 9 Number**
- CL 3M & above - 80%+ 60% 71% 91.3%
- CL 4A & above - 70%+ 38.2% 52.3% 75%

Junior Targets Year 10

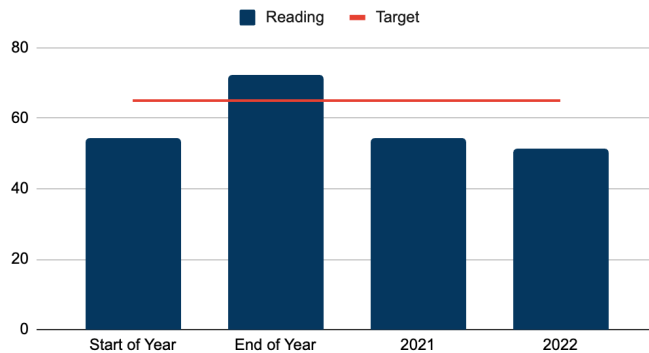
Year 10 4A+ Reading 2023



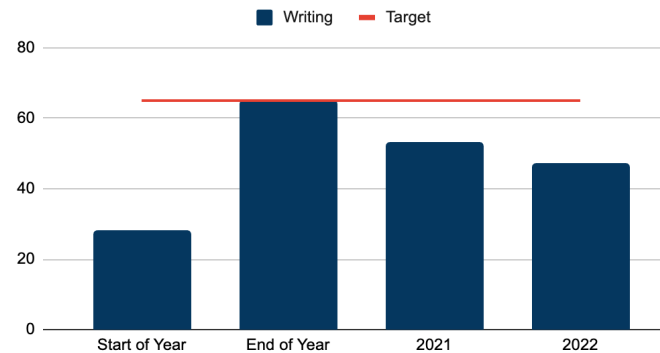
Year 10 4A+ Writing 2023



Year 10 4E+ Reading 2023



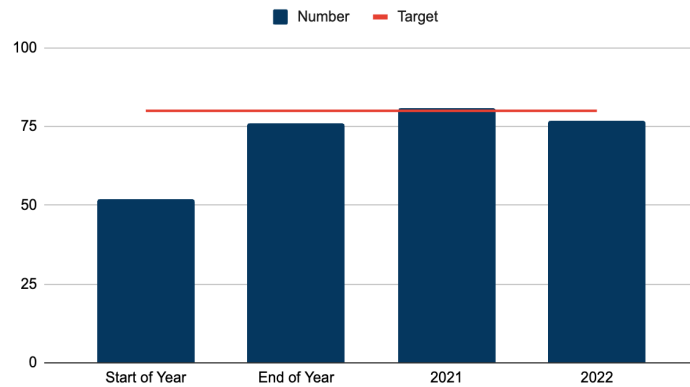
Year 10 4E+ Writing 2023



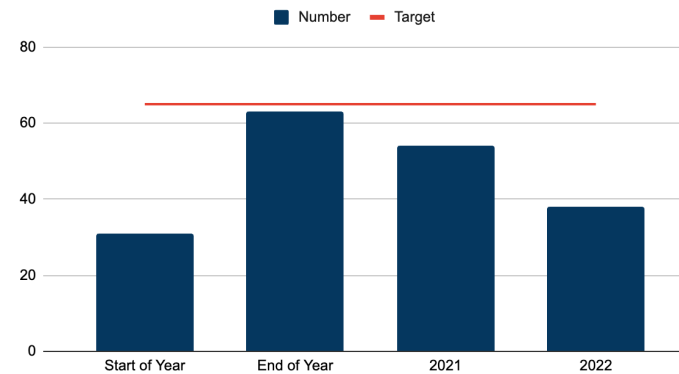
Literacy - Start of year Percentages (red). End of Year Percentages (blue)

- **Year 10 Reading Comprehension**
- CL 4A and above - 85%+ 70.1% 86%
- CL 4E and above - 65%+ 54.3% 72.2%
- **Year 10 Writing**
- CL 4A and above - 80%+ 55.2% 82.4%
- CL 4E and above - 65%+ 28.1% 65.4%

Year 10 4A+ Number



Year 10 4E+ Number

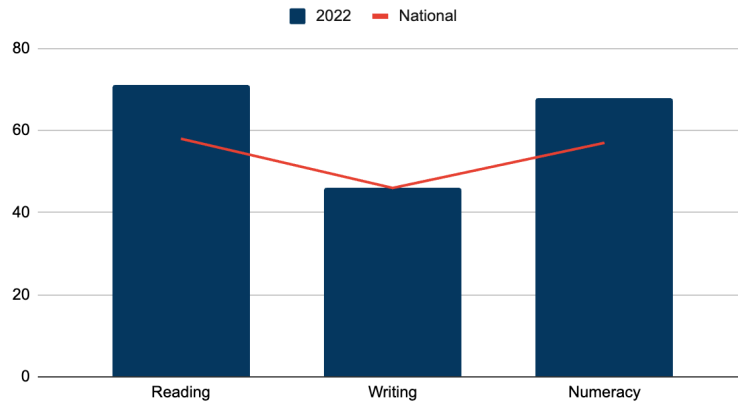


Numeracy - Start of Year Percentages (green) Term 1 Percentages (red). End of Year Percentages (blue)

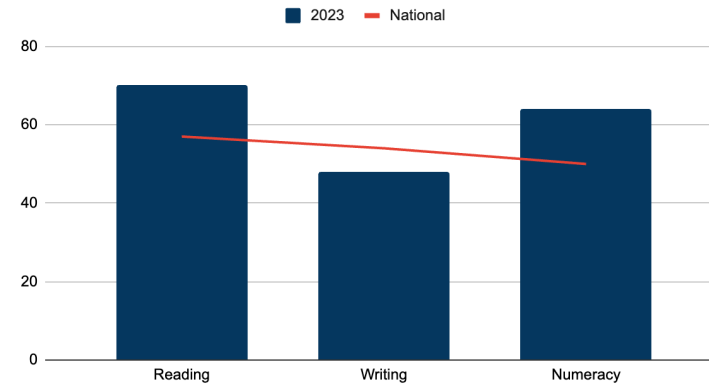
- **Year 10 Number**
- CL 4A and above - 80%+ 52% 74.3% 75.5%
- CL 4E and above - 65%+ 31% 59.4% 62.8%

In addition to our standard literacy and numeracy assessments, a number of our Year 10 students completed the new Literacy/Numeracy Assessments. We compare our students' results with national data. Some positive trends just writing need some further focus support for our boys moving forward.

Year 10 Literacy/Numeracy Pilot 2022



Year 10 Literacy/Numeracy Pilot 2023



2022/23 Literacy and Numeracy Pilot Results - Year 10

TBC

2023

Reading (420 students) **70%**
 Writing (426 students) **48%**
 Numeracy (456 students) **64%**

2022

Reading (368 students) **71%**
 Writing (367 students) **46%**
 Numeracy (371 students) **68%**

Standard	June 2023 Results		November 2023 Results	
	Participating	Achieved (%)	Participating	Achieved (%)
Reading	28,403	64.6	30,486	57.3
Writing	26,551	56.4	31,783	54.7
Numeracy	33,168	56.1	35,143	50.6

Standard	June 2022 Results		September 2022 Results	
	Participating	Achieved (%)	Participating	Achieved (%)
Reading	9,386	64	11,022	58.2
Writing	8,855	34.2	12,299	46.2
Numeracy	13,441	55.9	15,526	57.3

Best for Boys

**TAURANGA
BOYS' COLLEGE**

Tama Tū Tama Ora

NEXT STEPS:

Continued focus on improving Literacy and Numeracy outcomes for Year 9-10 students

SENIOR Key focus 2023

Senior School equitable outcomes with specific focus on equitable attainment above 90% for Year 11- Literacy and Numeracy

We set aspirational targets for our students in 2023-

Senior Targets:

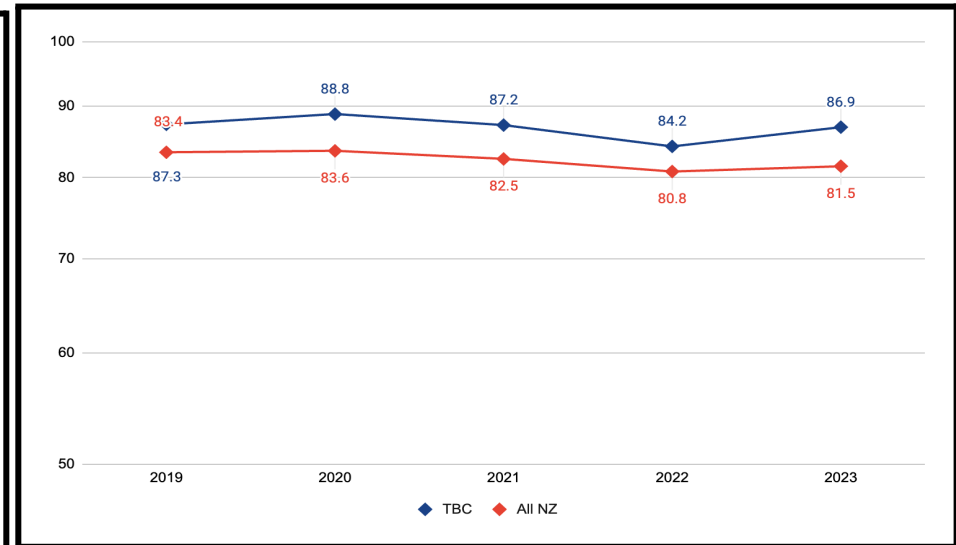
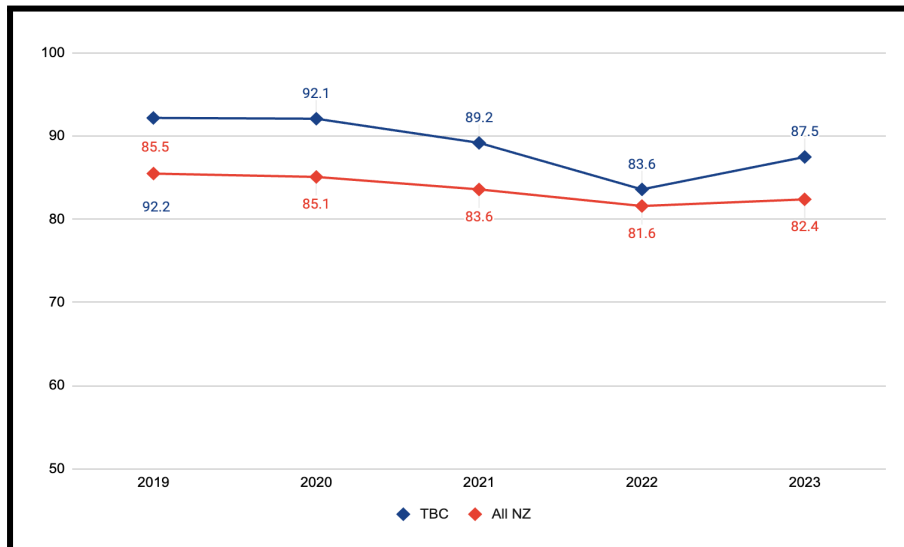
- Level 1 Literacy 90%+
- Level 1 Numeracy 90%+
- NCEA L1 75%+
- NCEA L2 80%+
- NCEA L3 75%+
- UE 50%+
- NZ Scholarships 20+

Our key strategy to achieve this was through:

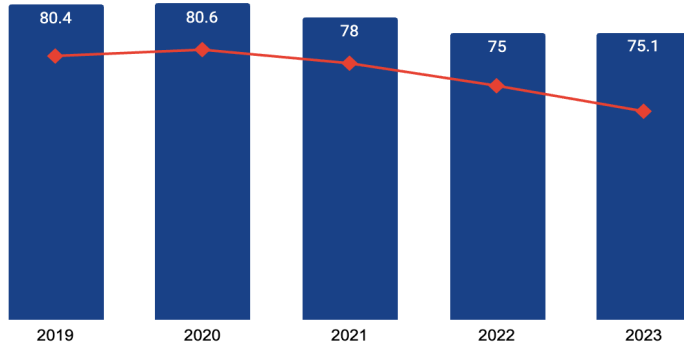
- English Department has oversight of Vocational Literacy courses;
- Numeracy coordinator maintains his role with greater collaboration with Tutors and Mentors;
- Academic Tutor will oversee the progress of literacy and numeracy attainment.
- Appointment of Within School Leaders (WSL) in Literacy and Numeracy to provide staff with professional development in literacy and numeracy strategies.

Year 11 Literacy 2023- (87.5%)

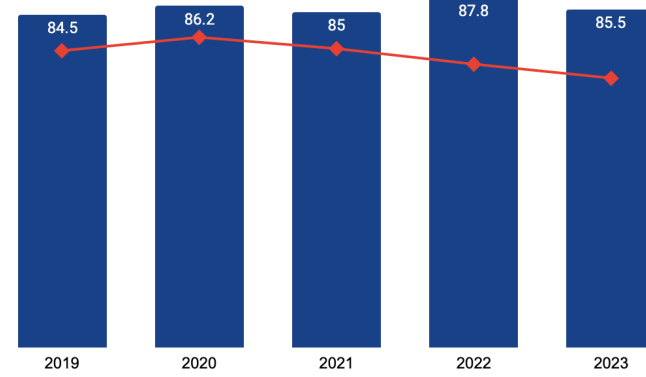
Year 11 Numeracy 2023- (86.9%)



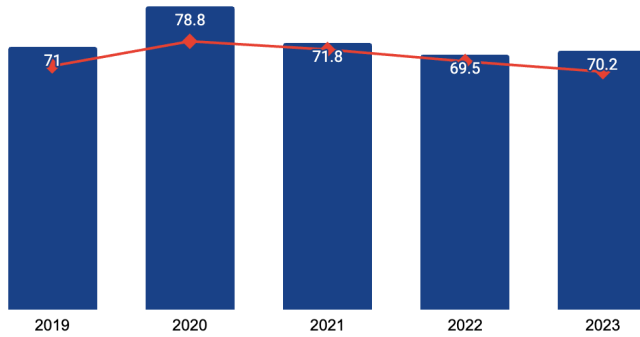
Year 11 NCEA Level 1 2023- (75.1%)



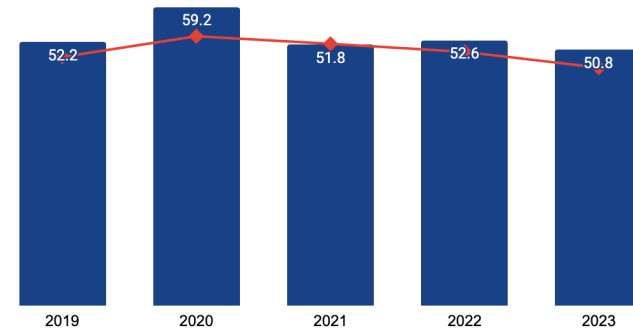
Year 12 NCEA Level 2 2023- (85.5%)



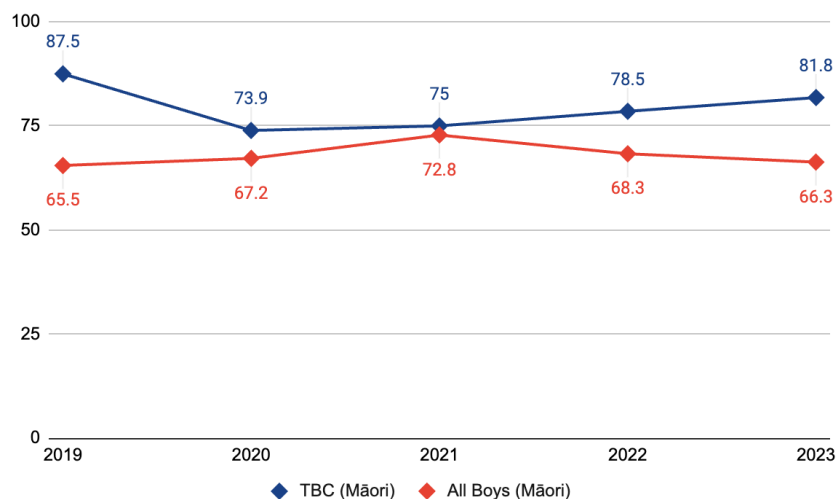
Year 13 NCEA Level 3 2023- (70.2%)



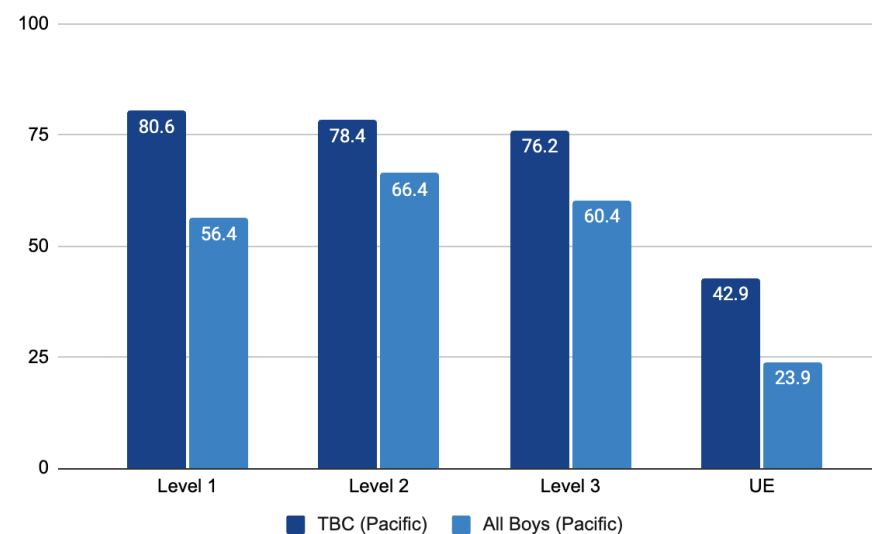
Year 13 UE 2023- (50.8%)



Maori NCEA Level 2 2023- (81.8%)- Above National Average



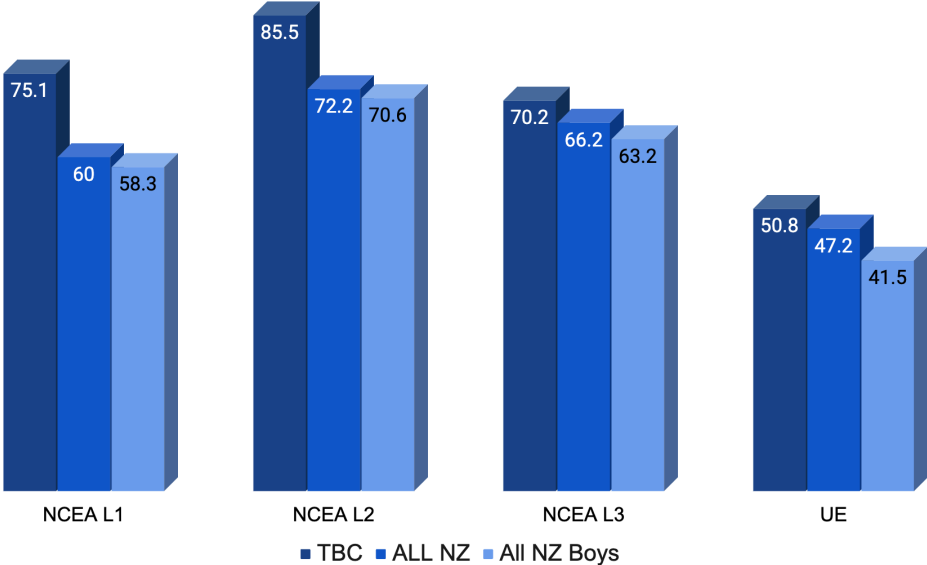
Pasifika Students 2023- Above National Average



Overall Comparison over time- 8 years

Year	2016	2017	2018	2019	2020	2021	2022	2023
LEVEL 1	85	78	80	100	82	81	82	81
LEVEL 2	78	84	84	0	79	79	79	78
LEVEL 3	84	80	81	0	79	74	76	76
ALL Students	82	81	82	76	81	79	80	80

TBC Results V All NZ & All NZ Boys 2023



Summary of results:

- NCEA Level 1, 2, & 3 Pass Rates similar to the past few years
- TBC maintained academic lead over All NZ results (All NZ results continue trend down)
- Endorsement rates down at Level 1 and Level 3 for TBC (Below All NZ for all 3 Levels)
- Level 1 Literacy & Numeracy results improved
- We celebrate Māori learners in NCEA L2
- Pasifika Learners solid results in NCEA Level 1, 2 & 3

NEXT STEPS:

- Literacy / Numeracy to come from Corequisite Assessments only - Te Punga Certificate
- Endorsement rates for NCEA Level 2 & Level 3
- Māori learners in Year 11 Te Punga Certificate, Level 3 NCEA & UE
- Embed Te Punga Certificate, use of Cambridge IGCSE to assess.