



Tangaroa College

**SCHOOL CHARTER AND
STRATEGIC PLAN**

2012–2017

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FOREWORD



11 October 2011

Mr Maive Fa'avae and Ms Ngaire Ashmore
Tangaroa College
PO Box 61476
Otara
Manukau 2159

Dear Mr Fa'avae and Ms Ashmore

As someone who grew up in and around the community of Otara I am proud to write the foreword to the Strategic Plan for Tangaroa College.

The work that Tangaroa College does in helping to educate students from years 9-13 is vitally important to the future of this community in the Auckland region. Tangaroa College is a vibrant multi-cultural school catering for our Pacific Island, Maori, Asian, Indian and Pakeha populations. It is a true reflection of how our region looks and feels.

Tangaroa College aims to ensure that the students are fully equipped to reach their potential in whatever field they choose to enter.

The Auckland Council is focused on helping the education sector support the advancement of our region's youth and I endorse the priorities outlined in this plan.

I wish all students, staff and parents of the school every success in bringing this Strategic Plan to light.

Kindest regards,

A handwritten signature in black ink, appearing to be "Len Brown".

Len Brown
Mayor



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WELCOME FROM TANGAROA COLLEGE PRINCIPAL

Kia ora, Talofa lava, Kia Orana, Fakalofa lahi atu, Malo e lelei, Greetings.

I am proud to be Principal of Tangaroa College, an urban multicultural secondary school in the heart of Otara, South Auckland. I have been Principal since July 2005, over that time we the staff of Tangaroa College have listened to our community and the students to increasingly make this a school of first choice for parents when they are choosing the place of education that will prepare their adolescents for successful careers and to be citizens who make meaningful contributions to their communities.

The Board and 100 staff has built a strong emphasis on providing cultural identity and self awareness learning opportunities that assist our 1050 students to be proud of who they are. Our students support our emphasis on academic achievement and are strong supporters of the introduction and development of Year 9 individual learning plans by 2014, which will be reviewed in consultation with every student at least annually throughout their secondary schooling at Tangaroa College.

Over recent years the Board has invested significant capital to improve the school facilities and make our College a place where our students feel safe and motivated to succeed. Four years ago we changed our school uniform, the students had significant input into its 'look and feel' and today all students wear their uniform with pride.

Visitors to our college frequently comment on the friendly happy atmosphere evident as soon as you enter our school gates. The Board, senior leadership team, staff, and myself all work hard to create and maintain a school culture that affirms each student and their family/whanau, provide them with a well rounded successful secondary education, and build a desire for life-long learning so our students are well positioned for future career opportunities and to be positive contributing members of their communities.

This strategic plan describes the growth and development our college aspires to from 2012–2017. After reading this document, if you would like more information about Tangaroa College please feel welcome to contact me.

Ngaire Ashmore
Principal

INTRODUCTION

Tangaroa College is a state co-educational secondary school catering for students from years 9 to 13. The school is located in the Otara suburb of Manukau City some 25 kilometres from downtown Auckland.

The College opened in 1976. It grew rapidly from a roll of 450 students in 2002 to a roll of 1050 students in 2011. The roll of this multi-ethnic college has: 80% Pacific Islands students (Samoan 45%, Cook Island Maori 21%, Tongan 14%), 12% Maori, 2% Indian, and 6% Other.

The school roll remains around 1050 which is near our desired upper limit as this size enables us to provide a wide range of curricula options as well as maintain a strong one-on-one focus on assisting students to plan and achieve their learning goals.

The college is nestled in 12 hectares of attractively developed grounds which feature mature trees and spacious playing fields. The rapid roll growth has necessitated major development of school facilities, teaching and support capacity. It has four main teaching blocks, a technology block, a number of independent classrooms including a whare wananga, a well resourced library and a new gymnasium which is available for the community to use.

The student population is a reflection of the local community. It contains very vibrant communities, strong in Maori and Pasifika values, proud of their cultural heritage and expecting quality learning outcomes for their children. The college reinforces these values and reflects the community's wishes that all cultures be positively affirmed in the school and all students receive a well rounded education.

The school is an exciting, innovative organisation; it prides itself on the opportunities and support it gives the students. The curriculum programmes are based on the needs of the students and the quality staff has high expectations for student success. The curriculum programmes are supported by a wide range of cultural and sporting activities.

Tangaroa College is committed to meeting the educational aspirations and needs of all students. There are strong links to the community's other educational establishments. The school continues to forge partnerships with tertiary and industry organisations (eg, the Health Science Academy partnership with Counties Manukau District Health Board) so that students can be supported in their pathway to continued education and employment.

The college is focused on addressing the National Educational Priorities that apply to secondary schools (ie, two of the six National Educational Priorities):

Priority three: Every young person has the skills and qualifications to contribute to their and New Zealand's future

- Gaining foundation literacy and numeracy skills and knowledge, and a useful qualification, is the platform upon which young people base their next steps into employment, further training and higher level education.
- Effective, culturally responsive teaching in secondary schooling supported by strong educational leadership has significant positive impacts on students' engagement and achievement.
- The Government has set a goal of all young people achieving NCEA Level 2 or an equivalent qualification. This goal requires flexibility in senior secondary and tertiary education to provide a wider range of high-quality pathways for all students to gain useful qualifications.

Priority five: Maori achieving education success as Maori

- Maori learners' educational success is critical to their wellbeing, as well as to New Zealand's future economy and productivity. It is the right of every learner to be educationally successful, and it is the education system's responsibility to provide effective teaching.
- Not receiving a high-quality education affects preparedness of Maori youth to participate to their full potential in society and to enjoy a high quality of life.

Tangaroa Board and senior leadership want our students to succeed. To do this we need to have the right people in the right jobs, creating a positive learning environment in appropriately equipped facilities. We have developed this Strategic Plan to inform and guide the ongoing development of Tangaroa College.

If you are interested in knowing more about us please visit our website www.tangaroa.school.nz or telephone us at 09 274 5764.

COMMITMENT TO THE TREATY OF WAITANGI

Tangaroa College is committed to the Treaty of Waitangi principles of partnership, participation, and protection:

Partnership

We communicate with and listen to our community, the community tells us what it wants and needs, we work in partnership to make the school a safe, welcoming place of successful learning. We will ensure all reasonable steps are taken to provide instruction in tikanga Maori and te reo Maori for full-time students whose parents ask for it.

Participation

Our community is involved at all levels: in decision-making, planning, development, teaching, and support of the academic, sporting, cultural, and social curriculae.

Protection

Our 'student achievement support system' is unique. Every student has access to a nominated tutor who works with the student to develop personalised learning plans, topics include: personal goal setting, personal wellbeing and time management. In addition we provide health and wellbeing services that wrap around students to support their physical, mental, emotional, spiritual and social development and learning. To help facilitate this we have: a school doctor, school nurses, guidance counsellor, and social workers.

TANGAROA COLLEGE CHARTER

Our mission

- To nurture in each student a belief in self, a commitment to achievement and the spirit of aroha.

Our vision

At Tangaroa College we excel in education through:

- innovative learning,
- a tradition of caring, and
- partnerships.

Our values

At Tangaroa College we:

- acknowledge Te Tiriti o Waitangi
- expect high standards of teaching and learning
- lead a healthy school philosophy
- encourage innovation and continuous improvement
- positively affirm all cultures in the school
- reflect community values and aspirations
- promote the importance of learning for future generations (eg, a requirement of enrolment in the Teen Parent Unit is that the babies and preschoolers of the teenage students must be enrolled in and regularly attend accredited Early Childhood Education).

The Tangaroa College philosophy

At Tangaroa College we teach the 'whole student'. Our focus on well-rounded education includes:

- enabling students to identify with and understand their own culture. Our staff mix enables students to relate to staff members from their own cultures
- caring about students' wellbeing. Happy and healthy students are able to learn better and we work hard to build the physical, mental / emotional, spiritual, and psychosocial wellbeing of our students
- serving the community. The community expects students to succeed, the school and community work in partnership to enable each student to attain their potential
- utilising the principles of restorative practices to assist students who err to face the consequences of their actions and learn how to act appropriately and responsibly toward others and the school facilities
- zero tolerance to: violence, anti-social and illegal behaviours
- a cohesive team of teachers and support staff, committed to developing innovative teaching methods to enable our students to enjoy success, learn positive life-skills and explore career pathways
- students developing a sense of belonging through participation in academic, social, sporting and cultural activities and by developing healthy and effective relationships with staff (including significant adult/tutor teacher).

Tangaroa College students' ownership of this Strategic Plan

During 2011 groups of our students at each year level were consulted about what they wanted to see in the five year plan for Tangaroa College. The draft plan was work shopped with different groups of students from the initial consultation, from each year level. The students gave unanimous endorsement of the Strategic Plan 2012–2017, they were pleased their recommendations had been heard and included.

The students made the following requests about how the Strategic Plan can be progressed. The student requests are included to show Tangaroa College Board and Senior Leadership Team respect the students desire to be active participants in making Tangaroa College the secondary school of choice in the area, a school where all students succeed.

The Tangaroa College students request:

- class representatives to be the conduit for student input to the Senior Leadership Team and the Board for keeping the Strategic Plan achieving its stated intent
- if a number of individual learning plans identify the need for additional curriculum subjects, that availability to the learning and related qualification/s be progressed (eg, performing arts subjects and qualification option/s)
- a new fit for purpose performing arts facility to be identified on the capital building plan to replace the current hall
- a free 'membership card' system be considered for the gymnasium to broaden its usage and to make access to gym equipment an affordable option for students before and after school, and with a longer term view that maybe the school families/ community could have the same access
- to have lower cost options for transport to events away from the college (eg, sports and cultural events).

OUR CORE FUNCTIONS

Tangaroa College's core functions are:

- Core Function 1: Student achievement
- Core Function 2: Retaining and attracting quality staff
- Core Function 3: Curriculum excellence
- Core Function 4: School environment and facilities conducive to learning
- Core Function 5: Community partnership.

Looking Beyond 2017

Our goal and challenge is to continually make informed decisions about how our college curriculum aligns our values, key competencies, and learning areas.

Tangaroa College has a responsibility to its staff, students, family / whanau / community Board of Trustees, and to education authorities for ensuring it remains a high performing and accessible secondary school for its catchment population and other people who choose to attend.

Beyond 2017

- Tangaroa College is the secondary school of choice for its community.
- Every student will have an individual personalised learning plan.
- All students will achieve at the national average or above.
- Resourcing and buildings will accommodate students' individual needs.
- Information and communication technology development will continue to be a tool that opens up students' worlds.
- Curriculum will be tailored to meet the needs and aspirations of each cohort of the student population and the community, while also being in accordance with the requirements of the 'New Zealand Curriculum for Teaching and Learning in Years 1–13' (2007).
- Additional levels of learning will be available within the school for students who require longer periods of time to achieve National Qualifications.

Core Function 1: Student achievement

Five-year objectives

- Continue to maintain all school leavers moving into tertiary education or employment.
- By 2014 all Year 9 students will have developed, an individual personalised learning plan by the end of Term 2, that identifies their learning strengths, ongoing learning needs, and action plans for how they will achieve their academic, career, and learning goals.
- By 2017 reduce student absence rates to 5% of the school roll.
- By 2017 every student will achieve at the national average or above across all the qualifications offered by Tangaroa College.

Strategic approach

- Fostering life-long learning desire in all students through skilled and regular self assessment conversations about their identities, strengths, and learning goals.
- Continue to foster and develop relationships with families and whanau by providing opportunities for sharing relevant achievement data and information that supports learning.
- Provide a school environment where students continuously have the opportunity to apply and actively practise what they 'know' and 'can do,' in more complex and demanding contexts.
- The curriculum provides life and career skills preparation for all students:
 - academic courses (eg, NCEA Levels 1, 2, and 3 and UE with credits towards National Certificates and Diplomas)
 - academic courses will provide opportunities for students to gain merit and excellence grades in all assessments
 - work skill programmes (eg, 'hands-on' practical trades and industry learning opportunities)
 - sport and physical activity (eg, all levels will have regular timetabled physical activity classes; many sports choices are available for student participation)
 - cultural and social learning (eg, annual participation at Polyfest).
- Tutor programme works with each student to develop life-long learning and self improvement plans, topics include: thinking; using language; managing self; relating to others; participating and contributing; and at students request a stronger emphasis on academic learning plans.

Outcome

Continue to build the involvement of the students and their parents/caregivers in the Year 9 establishment of student's individual personalised learning plans and the annual review of this.

- From the end of Term 2 every student has a learning plan that includes their career aspirations, the plan is reviewed and updated annually by the close of Term 3, it informs subject choices and development across each subsequent year.
- Tangaroa College students are students of choice by employers and tertiary organisations.
- Tangaroa College leavers are prepared to be life-long learners to cope with their individual life journey and able to make a positive difference in whatever they do and wherever they go.

Core Function 2: Retaining and attracting quality staff

Five-year objectives

- By 2014 continue to develop the process that reviews, develops and supports all teachers and non teaching staff knowledge and skill for teaching and working in a multicultural school.
- By 2017 we will continue to be at the cutting edge staff teaching and learning developments that build staff knowledge and skills, enhance job satisfaction, enable greater work-life balance and make Tangaroa College an employer of choice.

Strategic approach

Continually building a culture of continuous quality improvement that nurtures staff strengths and supports them to grow and develop in their areas of identified learning need.

- All staff (teaching and non-teaching) have an annual 'Performance Assessment and Development Plan' conducted by the person they report to. This includes:
 - setting performance goals, objectives and outcomes for the period until the next performance assessment (ie, the goals and objectives against which the next performance assessment will be measured)
 - setting a Performance Development Plan to close knowledge and skills gaps (ie, assessment process for all staff that clearly identifies individuals' strengths and commits to a timeframed development plan to build required knowledge and skills)
 - process for translating learning into practice
 - a structured mentoring programme, which includes: induction and socialisation to Tangaroa College for new staff, and will include appropriate leadership development for all staff
 - provide appropriate opportunities for career advancement and development (eg, postgraduate study in educational leadership, and advanced teaching and learning)
 - open, transparent and appropriate personnel processes
 - timetabling and staffing innovation through review and research, consultation and implementation.

Outcome

- Recognition across the sector as an exemplar for teaching in an urban multicultural educational environment.
- Effective and progressive systems and processes enable teachers and support staff to maintain good work–life balance.
- A strong culture of mutual respect between staff and students and an environment of mutual learning.

Core Function 3: Curriculum excellence

Five-year objectives

- By 2015 the curriculum key competencies will be integrated into student learning opportunities and experiences.
- By 2017 we will have an effective process with families / whanau, and the community that enables us to hear and take account of the ideas and concerns of students, families / whanau and the wider community, so the college curriculum can be continually tailored to support the learning needs and aspirations of each cohort of students.

Strategic approach

- The ability to use a range of teaching and learning strategies to engage students in their learning so they are able to carry out meaningful tasks, learning to learn, and have an ability to respond appropriately.
- The interests and needs of the students and the resources of our wider community are key ingredients of our curriculum design.
- Continuous improvement of teaching and learning.

Outcome

Continue:

- the learning needs of each student are supported, progressed and achieved in line with the individual students learning plan
- students leave Tangaroa College as life-long learners
- Tangaroa College is respected in the community for its academic successes, as it is for its sporting and cultural achievements
- our college curriculum continually aligns with student's needs, our values, and our communities expectations.

Core Function 4: School environment and facilities conducive to learning

Five-year objectives

- Continually provide 'fit-for-purpose' facilities:
 - by December each year as part of our 'Five Year Capital Plan' for the development and maintenance of buildings an annual plan will be approved by the Board.
- Maintain networked electronic systems and their supporting processes to continually remove multi-handling of reporting and monitoring data, thus improving the accuracy, timeliness, reliability, and convenience for accessing the range of required information.

Strategic approach

- The 'Five Year Capital Plan' will be inclusive of robust annual review and prioritisation processes that future proof rebuilds / new builds and purchase of new equipment.
- Providing an environment that facilitates progressive learning opportunities and contributes positively to the health and wellbeing of all members of the school community. Particular emphasis on:
 - A clean environment (ie, toilets not locked, and cleaned regularly during the school day, water fountains that work).
 - A friendly and safe environment (ie, café environment and sun / rain protection and seating to meet friends and eat healthy food, tree-planting, and secure perimeter fencing).
 - Continuing to provide opportunities for the National Heart Foundation or similar healthy school canteen programme to be introduced to increase low cost healthy food choices in the canteen / tuck shop.
 - Utilising the capacity and capability of current and emerging technologies to enable different modes (multi-modal) of delivering the curriculum.

Outcome

- School facilities and equipment support and enable the potential outcomes and innovative teaching methods developed at Tangaroa College.
- School increasingly utilised as the focal centre of the community.
- Easily accessed, accurate, credible, and timely delivery of: information, reports, and advice is available within the school and to the district, regional, national and international authorities and forum.

Core Function 5: Community partnership

Five-year objectives

- Continually provide quality, affordable and culturally diverse education accessible to all students who choose Tangaroa College for secondary schooling.
- Develop strong and progressive two way relationships with contributing schools, to influence each other's offerings, and to smooth the transition for students into secondary level education.

Strategic approach

- Develop a long-term sustainable fund with clear 'hardship' criteria to enable all families to equip their students with the required school uniforms and stationery requirements.
- By July annually develop a liaison plan and assign tasks for building collaborative action with 'feeder' schools. Thereafter 'task assignees' to regularly provide progress reports.
- Continue to explore the utilisation of school facilities and equipment that could provide a suite of community education across academic, cultural, and life-skills topics.

Outcome

- Tangaroa College captures the majority of eligible students from the contributing schools.
- The Tangaroa philosophy identified as key to building individuals, family/whanau, and community self esteem and resilience, such that there are measurable reductions in rates of disengaged youth and associated behaviours.
- Increasing numbers of parents, older siblings / family / whanau, and other community residents commence and successfully complete second chance education opportunities.

KEY CONTACT DETAILS

The following contact details may change after this document is published. The Tangaroa College Executive Secretary can provide the current names and contact details of the below roles.

Role	Name	Contact details
Board Chair	Maiava Fa'avae	(09) 268 6177 (027) 432 3482
Executive Secretary	Appointment pending	(09) 274 5764, ext 234
Senior Leadership Team		
Principal	Ngaire Ashmore	(09) 274 5764, ext 215
Deputy Principal	Glenda Koefoed	(09) 274 5764, ext 262
Deputy Principal	Davida White	(09) 274 5764, ext 261
Deputy Principal	Pat Tetley	(09) 274 5764, ext 210
Deputy Principal	Sam Uasi	(09) 274 5764, ext 204