

Principals Report

Core Functions are strategic Objectives set by the school Strategic Plan. The core functions drive the teaching and learning.

Core Function 1: Student Achievement

Core Function 2: Attracting, developing and retaining Quality Staff

Core Function 3: Curriculum Excellence

Core Function 4: School Environment and Facilities Conducive to Learning

Core Function 5: Community Partnerships (TBC MIT/ OCEANIA)

CONTENTS:

Core Function 1: Student Achievement

- 2016 NCEA Results
- 2017 Achievement Targets

Core Function 2: Attracting, developing and retaining Quality Staff

- New Staff / Staff on leave / resigned staff
- Professional Learning
- Appraisal / Teacher registration up-dates

Core Function 3: Curriculum Excellence

- Junior Curriculum Initiatives
- Learning Charter Focus for Inquiry
- **-tone**
- **pedagogy**
- **data**

Core Function 4: School Environment and Facilities Conducive to Learning

- Property report

Core Function 1: Student Achievement

2016 Results

Student Achievement Results Participation and roll base. Targets were set around the National target of 85%.

This target always sets out challenges for teachers and students, however, the staff are continually reflecting on their own pedagogy as well as understanding the students learning abilities.

Annual Achievement Targets for 2016 and 2017:

- A. Literacy:
 - 1. At least 55% of students in Year 10 will be reading at Level 5 of the NZC
- B. NCEA Achievement Targets (NZQA Roll based data)
 - 1. Maintain the % of students gaining NCEA level 1 literacy credits at 85% or greater
 - 2. Increase the % of students gaining NCEA level 1 numeracy credits to 85% or greater
 - 3. Increase the % of students gaining NCEA at their appropriate level (Roll based):
 - a. Year 11 (NCEA level 1) to 85%
 - b. Year 12 (NCEA level 2) to 85%
 - c. Year 13 (NCEA level 3) to 85%
- C. University Entrance
 - 1. Increase the % of students eligible to gain the UE qualification (NZQA roll based data) to 55%
- D. Maori Student Achievement
 - 1. Increase and/or maintain the % of Maori gaining NCEA and University entrance qualifications (NZQA roll based data) to:
 - a. Year 11 (NCEA level 1) to 85%
 - b. Year 12 (NCEA level 2) at 85%
 - c. Year 13 (NCEA level 3) to 85%
 - d. UE to 55%

SEE DATA ANALYSIS.

- 1. Participation
- 2. Roll base
- 3. Literacy and Numeracy
- 4. Endorsed Certificate

Core Function 2: Attracting, developing and retaining Quality Staff

		Staff Replacement
<u>Resignation:</u>	Julie Debrecey – Deputy Principal Western Springs College Vern Eruera – Service Academy – Fireman at the Auckland International Airport	Imeleta Faumuina – appointment of DP to begin term 2 Tatahi Williams – Army Services
<u>Sick Leave:</u>	Daniel Goh – Health issues (See letter) February 2017 – January 2018	Advertised – no replacement yet –still looking Mean time we have internal cover.
<u>Sports Leave:</u>	Matiaha Martin – Chiefs Rugby Franchise 3 rd of February 14 th April LWOP	Te Marunui Toki – Maori
<u>Discretionary Leave</u>	Maeva TeArii – 10 th November and 24 th November 2017 (Letter) VC Naidoo – 1 st May to 12 th May 2017 (Letter)	

2017 STAFF

Code	Surname	Name	Subjects/Responsibility
	Adlam	David	Itinerant Music Teacher
AI	Ainuu Aneru	Moira	Yr9 Dean (terms1&2) / Itinerant Music, Drama/Music Teacher
AM	Ambedkar	Ellis	Science and Maths (Main School & CLC)
AF	Ashforth	Chris	HOL Art
AH	Ashmore	Dallas	HOL Careers
BI	Brinkman	Marieke	Mathematics
BR	Biradar	Sujata	Mathematics
CK	Clarke	Marc	TIC Commerce and ICT
CN	Chen	Thomas	Science
CO	Jeong Min	Jay (Choi)	Science (Teach First)
DA	Davies	Sarah	Yr 11 Dean / PE and Health
DK	Devi-Kumar	Sangeeta	Commerce
DW	Dewan	Chandar	HOL Science
DT	Du Toit	Linda	HOL Learning Support
FA	Fata	Patsy	Learning Support & TIC Special Character
FI	Faumuina	Imeleta	Assistant Principal (Term 1) / HOL English
FN	Ferguson	Jessica	PE and Health
FV	Finauvala	Mele	Mathematics
GH	Goh	May	English
GL	Gulnaaz	Zabeena	Assistant HOL English
IF	Ifopo-Scanlan	Michael	Social Science
JE	Jeong	Hannah	HOL Music and Drama (Terms 1 & 2)
KH	Khaleghian	Elahe	Guidance Counsellor
LA	Lafaele-Uili	Rasela	HOL Languages / Mathematics
LN	Langdon	Grant	Deputy Principal (Terms 1 & 2)
LG	Langi	Brian	Science and Maths
LU	Lau'ese	Si'uilepa	Yr 13 Dean (Terms 1 & 2) / TIC Student Leaders
MN	Martin	Matiaha	Te Reo Maori / PE and Health
MS	Mathews	Shanthi	Mathematics
MT	Mathews	Roy	Assistant HOL Science
	Morton	James	Itinerant Music Teacher
NA	Ngata - Aerengamate	Te Kura	LTR to end 2017

ND	Naidoo	VC	HOL Mathematics
NN	Noonan	Lacey	PE and Health
NO	Norman	Rikihana	Chemistry and Physics
OF	Ofamo'oni	Havili	Assistant HOL Mathematics
OM	Ofamo'oni	Monuia	Science
PA	Papali'i	Nadeen	Director Health Science Academy / Mathematics
PI	Pili	Christine	Deputy Principal
PO	Pou	Amosa	English
PS	Prasad	Raj	Technology
QU	Quon	Jo-Ann	Technology
RY	Riley	David	Drama
SV	Sauvao-Va'auli	Ianaulio	TIC Sports / PE and Health
SH	Sharma	Rakesh	English
SI	Sim	Yong Ai	HOL Computing
SG	Singh	Sangeeta	Technology
SM	Smith	Kirsten	Art (LTR to end 2017)
TN	Tanner	Vaughan	HOL Technology
TA	Tarrant	Max	English (Teach First)
TW	Tawhi	Renee	HOL PE and Health
TK	Toki	Te Marunui	LTR to end 2017
TO	Tokoma	Cushla	Yr 10 Dean / Assistant HOL PE and Health
TU	Tua	Joseph	Deputy Principal (Terms 1 & 2)
TI	Tuiali'i	Bessie	Yr 12 Dean / HOL Social Sciences
UA	Ualesi	Faleata	Acting HOL English
VV	Va'a	Alice	Social Sciences
WS	White	Davida	Acting Principal
WK	Wilkie	Kathleen	Outdoor Education / PE and Health
WI	Williams	Tatahi	Services Academy Director (starting 17/2/17)
YE	Yee	Robyn	Director of CLC

Support Staff

Afeaki	Taliauli	Property
Afimeimounga	Tevita	Property Manager
Ashmore	Linley	Photocopy Centre Operator
Carr	Dianne	Librarian
Choi	Crystal	Itinerant Music Teacher (Piano)
Hau	Soana	Receptionist & Office Administrator
Jennings	Kirk	Sports Coordinator
Krishna	Prem	Alternative Education
La'akulu	Nga	Staffroom / Property
La'akulu	Siuva	Groundsman
Langdon	Steven	Itinerant Music Teacher
Law	Sharon	Payroll and HR
Leaupetele	Saua	Rugby Development Manager
Longolongofolau	Peni	Property
Mordell	Karen	Principal's PA
Oge	Helen	Gateway
Pamatatau	Nio	Office Administrator
Radford	Sarah	Itinerant Music Teacher (Vocals)
Raeina	Nane	Canteen
Rairi	Tai	Nurse
Renall	Kara	Nurse
Sabbage	Susanna	Careers Adviser
Seabrook	Amanda	Nurse
Seiulialii	Lucy	Teacher Aide

Core Function 3: Curriculum Excellence

- Junior Curriculum Initiatives: SOLO TAXONOMY

The Education Review Office reviewed our school in 2016 and their report recognises the 'good systems for improving educational outcomes for students, particularly at the senior levels of the school.' (Ero Report 28.11.16).

Our 2016 ERO report highly recommended that we apply these 'good systems' within the junior curriculum teaching and learning. According to the New Zealand curriculum (NZC) document, effective assessment benefits students by clarifying for them "what they know they can do and what they still need to do." Solo Taxonomy (Structure of Observed Learning Outcomes) provides a simple, reliable and robust model for three levels of understanding – surface, deep and conceptual (Biggs and Collis 1982). This simply means that students will be able to recognise and explain where they are at and where they need to be. Students in years 9 and 10, should be at level 6 of the NZC by the time they reach year 11. Below is a diagram which explains how SOLO taxonomy is linked to the NZC and the National Certificate of Educational Achievement (NCEA).

In 2017 Tangaroa college will use SOLO taxonomy in the junior school across all learning areas to help students articulate their learning and their next steps. The systems we use in the senior school will also be applied in the junior school as of 2017

- a common date for all teachers to enter junior grades into the markbook
- regular monitoring and tracking of student progress through the term (linked to a common assessment)
- use of critical thinking tools (solo taxonomy), as well as other tools, to help students 'learn to learn'.

If you have any questions or what to know more about our junior curriculum, you are most welcome to contact us on 092745764

What do you know about SOLO? You tube clip

<https://youtu.be/uDXXV-mCLPg> <https://youtu.be/lxmnr-nncF4> - to see a very short and straightforward clip on SOLO TAXONOMY.

Tangaroa College Learning Charter

- Learning Charter Focus for Inquiry
- **TO****N****E**
- **P****E****D****A****G****O****G****Y**
- **D****A****T****A**

Inquiry Focus for 2017 Term One and Term Two School wide is based on the Learning Charter.

Setting the Tone: Actions rather than words – what does this look like, what would students, teachers and the community SEE.

PEDAGOGY: What can we do differently to engage and connect to students, what do we know about how students, how do they learn?

DATA: Measuring student's achievement by using all data that may impact on their achievement. No just assessment data but also includes attendance and social data (Medical, welfare etc.).

Core Function 4: School Environment and Facilities Conducive to Learning

Process and Procedures:

Tevita updates required work and contractors that need to complete maintenance work within the school. This is done through google Docs which means it is often updated regularly.

I give the order number to Tevita to use it is then cross checked with invoice which Karen updates on GD.

See contracted Jobs Sheet.

Annual Provision of Building cyclical painting, gutter and roof maintenance and Carpet up-date.

BOT to review and amend. (see Attached Document)