

Tangaroa College



**SCHOOL CHARTER AND STRATEGIC
PLAN**

2018–2021

Our vision

At Tāngāroa College we excel in education through:

Innovative learning,

A tradition of caring, and

Partnerships.

Context

Tāngāroa 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 Mānukau City and is the 'Heart' of our community, Tāngāroa has provided and will continue to provide our community with Arohā and Mātauranga.

Our College provides a very special learning environment. It is focused on developing outstanding citizens who are moral and respectful. We place an emphasis on ownership of learning and being actively involved so that our students are well equipped to seize opportunities offered by new technologies in a rapidly changing world.

Our 'Vision' is driven by the school's Learning Charter, which was designed to capture our philosophy of teaching and learning. The Learning Charter sets out the partnerships, standards and expectations for students, teachers and parents.

The role of the teachers at Tāngaroā College is to establish high quality learning environments where students, discuss and share ideas and knowledge, (new and existing), have skills to interact not only with others but also in a dynamically changing world of technology. The level of engagement is developed through quality relationships with students, families and whanau. Teachers challenge students to think, to evaluate and to reflect on their own learning and progress.

Students are encouraged to interact with teachers, technology and their peers to develop understanding, and most importantly, to apply their knowledge to problem-solving and be able to draw relevance and context to their learning.

Tāngaroā College is an exceptional school because we encourage and promote our students to be exceptional; we do not accept social beliefs and ideologies of who we are as a school, and who we are as people, as our school motto states 'Waiho i te tokā tu Moana' steadfast like a rock in the ocean.

Demographics

Rolls by funding year level, gender, and ethnic group, as at 1 July 2017

Funding year level	Gender	Māori	Pasifika	Asian	Other	European/ Pākehā	International students	Total
Year 09	Female	16	62	1	1	0	0	80
Year 09	Male	27	84	2	1	0	0	114
Year 09	Total	43	146	3	2	0	0	194
Year 10	Female	17	78	1	0	3	0	99
Year 10	Male	22	67	2	0	1	0	92
Year 10	Total	39	145	3	0	4	0	191
Year 11	Female	23	74	2	2	1	0	102
Year 11	Male	22	86	3	1	0	1	113
Year 11	Total	45	160	5	3	1	1	215
Year 12	Female	15	66	0	0	0	1	82
Year 12	Male	12	61	0	1	1	5	80
Year 12	Total	27	127	0	1	1	6	162

Year 13+	Female	8	61	1	0	0	1	71
Year 13+	Male	10	46	5	0	1	1	63
Year 13+	Total	18	107	6	0	1	2	134
Total	Female	79	341	5	3	4	2	434
Total	Male	93	344	12	3	3	7	462
Total	Total	172	685	17	6	7	9	896

Our mission

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

Our values

At Tāngaroā College we:

acknowledge Te Tiriti o Waitāngi

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 of providing quality learning experiences

promote the importance of learning for future generations

Guiding Principles

1. We will nurture learners committed to personal excellence in all endeavours

- Students will always be encouraged to take responsibility for their own learning.
- Students will be encouraged to aim for their very best performance in whatever they undertake whether it is in academic, cultural or sporting endeavours.
- All staff will work collaboratively to develop independent learners who enjoy their learning.
- Success in all endeavours will be acknowledged and rewarded.
- The college will foster the personal qualities which prepare students to make a positive contribution to our society.

2. We will promote respect

- The college will be a supportive, positive and caring place for students, teachers, support staff and parents.
- Students and staff will value an environment free from harassment of any kind.
- The physical environment will be safe and pleasant.
- Students will enjoy their learning in all its forms.
- All students will have equitable access to learning opportunities and support.

3. We will actively encourage innovative, reflective and adventurous educational and school practice

- Change based on solid research and data gathering will be encouraged and embraced; if there is a better way we will find it.
- Self-review will underpin all activities and initiatives.
- Thoughtful risk taking will be encouraged as people strive for personal excellence.
- The professional learning and development of all staff will be a major priority.

4. We will develop and maintain positive and effective relationships with all those involved with the education of our students

- Parents will be made aware of the progress and achievement of their children regularly and accurately so that appropriate action can be taken.
- The college will incorporate the Treaty of Waitangi and its principles into all aspects of the college.
- Teachers are our main learning resource and will be consulted and involved in all significant educational change.
- The local community including business, sporting, cultural and other organisations will be included in the development of our policies and priorities.
- Links with contributing schools will be valued and enhanced.
- The college will take a leadership role in educational matters as they relate to our community.
- The college will foster sustainability across the school.

5. We will foster an appreciation of diversity in our school's national and global community

- Students will celebrate and enjoy all forms of diversity in our college, nationally, and internationally. This includes cultural, gender, intellectual and physical difference.
- Staff will promote attitudes based around understanding, tolerance and knowledge of differences between people in the curriculum and the wider school environment.

National Administrative Guidelines

The Board of trustees has in place a set of policies which provide assurance and direction as to how the Board of Trustees will meet its obligations as outlined in the National Administrative Guidelines (NAGs).

Policies

These policies cover:

Nag 1 Curriculum

Nag 2 Planning and Reporting

Nag 3 Personnel

Nag 4 Finance and Property

Nag 5 Health and Safety

Nag 6 Legislative Requirements

Full policy documents are available on the college website www.tangaroa.school.nz

National Educational Goals

The College Strategic Plan aims to address the priorities outlined in the NEGs and as a school, Tāngaroā College is committed to the Treaty of Waitāngi principles of partnership, participation, and protection:

Community Consultation

The college consults the community on a regular basis. The approaches we use are through

- Parent and Teacher conferences
- Parent/ guardian meetings – Māori and Pacifica evenings
- Careers information days
- Ceremonial celebrations
- Board of Trustees
- Our school website
- Extra- curricular activities
- Newsletters
- Parent surveys

Overarching Student Achievement Goal

Tāngāroa College Students will achieve the highest standards of academic achievement, personal endeavour and community contribution

This will be achieved by:

- A. Improving academic results at all levels for all our students
- B. Developing all students' learning habits
- C. Providing meaningful student leadership development and opportunities to enhance the culture of the school
- D. Increasing the number of students engaged in co-curricular activities
- E. Increasing the number of sports teams competing in top level competitions
- F. Increasing the number of Arts and cultural groups participating in regional and national events
- G. Ensuring that students develop all round capabilities and qualities in terms of character, service and contribution to the community.

Annual Achievement Targets for 2018 - 2020:

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%

Annual Achievement Targets for 2018 and 2020:

A. Literacy:

1. By the end of the year at least **55%** of students in Year 10 will be reading at Level 5 of the NZC
2. By the end of the year at least **45%** of students in year 9 will be reading at Level 4 of the NZC

B. NCEA Achievement Targets (NZQA Roll based data)

4. Maintain the % of students gaining NCEA level 1 literacy credits at 85% or greater

5. Increase the % of students gaining NCEA level 1 numeracy credits to 85% or greater
6. 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

2. Increase the % of students eligible to gain the UE qualification (NZQA roll based data) to 45%

D. Maori Student Achievement

2. 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 **65%**
 - b. Year 12 (NCEA level 2) at**65%**
 - c. Year 13 (NCEA level 3) to **65%**
 - d. UE to30%

Our targets are set high, this is to ensure that we as a school are continuously expecting high standards from students and teachers. Teachers are expected to analyse their teaching practice and their students achievement data. These are targets to be meet at the end of 2020, but reported on annually to ensure departments are tracking towards improving student achievement.

Strategic Initiatives 2018 - 2021

Tangaroa College will work toward realising its vision and achieving the student achievement goals through pursuing the following key strategic initiatives

Strategic Initiatives	Strategies	Actions	Department Action Plans
<p>1. To provide high quality innovative teaching and learning across all areas</p>	<ul style="list-style-type: none"> ● Having an effective staff development process including the provision of professional learning and development informed by research that is focussed on robust inquiries, effective pedagogies, and an effective and purposeful appraisal system ● Building teacher/student learning partnership ● Using assessment and engagement data to inform teaching and learning strategies ● Develop and enhance the eLearning platform to enable the application of modern pedagogies in lessons ● Building leadership capacity in the college 	<ul style="list-style-type: none"> ● Professional Development Plans supported by external providers ● Solo Taxonomy: Faye Booker ● Literacy: Teams Solutions ● E-Learning: Cognition ● Tutor Programs being Focused on Academic Mentoring Learning charter Kaupapa ● Assemblies re-structured: ● Principal address at the Beginning and end of terms Level assemblies TBC on frequency of time ● Strategic Plan for e-learning with clear outcomes for teaching and learning ● Assessment data analysed by teachers, HoLs, deans and Senior leaders ● Extended Leadership team reviews data to track students achievement 	<p>Need to align with Strategic Initiatives and reflect the strategies and achieve the school wide targets</p>
<p>2. To provide a curriculum that meets the objectives in the New Zealand Curriculum and provides opportunities and pathways for all students.</p>	<ul style="list-style-type: none"> ● Continue to develop a curriculum which equips students with the attributes of confident, connected, actively involved, lifelong learners. ● Embed the Learning habits into all curriculum planning and delivery ● Investigate alternative timetable structures - 	<ul style="list-style-type: none"> ● Time table change ● Careers dept. focus on supporting students' academic journey - careers week / option selection week ● Learning Charter embedded in everything we do ● Solo taxonomy embedded in everything we do 	

	<ul style="list-style-type: none"> Continue to develop qualification pathways that meet the needs of all students 		
3. To provide a safe, inclusive student learning environment	<ul style="list-style-type: none"> Ensuring a restorative approach across the college; valuing people and encouraging personal responsibility. Continue to develop the role of the tutor as the significant adult for students. Ensuring that the school is an inclusive environment for all our Māori and Pasifika students Being proactive in identifying students at risk and providing targeted strategies to support engagement and achievement. Actively promote a culture of respect and care for all people Ensuring that staff are supported 	<ul style="list-style-type: none"> Learning Charter Guidance Team processes and procedures clear Departments having processes that align with school wide policies and processes Tracking and Monitoring Health and Safety plan implemented and embedded 	
4. To strengthen the home-school and school-community relationships	<ul style="list-style-type: none"> Ensuring home-school communication is appropriate, timely and effective Working in partnership with parent groups, e.g. Pasifika, Māori and other families Actively seeking feedback on the college's performance from the community Developing the school Alumni Develop strategic partnerships More active promotion of the College achievements and initiatives 	<ul style="list-style-type: none"> Website continuously updated Parent information evenings/days Parent portal opened Teaching and learning materials online for students and parents to view Gateway partnerships developed Tertiary partnerships developed Celebrations of performances in public forums Alumni/Tertiary Pathways - how are we tracking this? (Careers) 	
5. To provide the resourcing and infrastructure needed to effectively deliver an innovative educational experience	<ul style="list-style-type: none"> Implement the 10 year development plan (Property Plan) Identify and develop facilities that support a forward thinking future focused education 	<ul style="list-style-type: none"> Toilets in B block upgraded begin end of 2017 and completed 2018 T1 week 4 D block upgraded and remodelled - T3 2018 	

	<ul style="list-style-type: none"> • Identify and develop facilities that support comprehensive e-Learning across the school. • Fully develop the International education programme 	<ul style="list-style-type: none"> • external person fundraising for resources with clear a wish list of purchasing resources for the school • Climbing Wall in gym • Cover for the back courts • cover between B and D block • School Vans • Spaces remodelled for e-learning opportunities 'C Block' • Enrollments for International students process and procedures reviewed to align with Ministry requirements 	
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NOTES:

- Improving teacher “buy in” and student achievement
- Embedding this pedagogy
- Every department meeting lesson plans shared and reviewed?
- Marking schedules (need to be reviewed and aligned with SOLO/literacy)
- Discourse SLT/HoLs - the same across the school. How?
- HoLs reflect on action plans and how have these been met? HoL then facilitates a department reflection
- Staff forums/ Teachers who are meeting deadlines to share their strategies/ actions. What?

SLT	HoL	Staff
<ul style="list-style-type: none"> ● Meetings ● Coaching ● Analysing document representing organisation of department ● Exemplars for juniors ● Critique document ● We as SLT need to check the checkpoints for units <p><u>Standing items for HoL/SLT/Department meetings</u></p> <ul style="list-style-type: none"> ● Tracking and monitoring checkpoints - go back to the unit of work and check that it all aligns ● Evidence presented (e.g. google docs and meeting notes) ● Review data Term 1 ● P.M.I ● Actions required to address issues of underachievement ● SOLO/Literacy/E-learning ● What support to SLT need from Mike? External PD? ● SLT to inquire into their own leadership application with student achievement underpinning all actions <ul style="list-style-type: none"> ○ meeting deadlines ○ planning ○ delivery (evidenced through walkthroughs and 	<ul style="list-style-type: none"> ● Supporting individuals (meetings) ● HoLs in leading their departments? <ul style="list-style-type: none"> ○ Unit/checkpoints set to meet the deadlines ○ Marking schedule (exemplars) ○ Departments/teachers completing the assessment themselves ● Conversations need to be around pedagogy <p><u>Due to LN:</u></p> <ul style="list-style-type: none"> ● Assessment task ● Marking schedule ● Unit plan/outline/timeline to meet deadlines ● Meeting deadlines for senior and junior <p><u>Due to TI:</u></p> <ul style="list-style-type: none"> ● Share school charter (review) and HoLs to reflect on their departments contribution to the charter and meeting school achievement targets ● HoL/ student voice re: SOLO, literacy, e-learning, the learning charter (in preparation for the ERO visit) - reflection of practice 	<ul style="list-style-type: none"> ● Individual planning around the marking schedule ● Teacher annotated exemplar ● Appraisal system - provide a vehicle for teachers to self review and identify their own pedagogical growth/development ● Identify staff who need support

<p>observations)</p> <ul style="list-style-type: none">• Leaders of portfolios to “talanoa” with SLT managers of departments how they are supporting this initiative (e.f. literacy, SOLO, E-learning)		
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