



TUAKAU COLLEGE

VISION STATEMENT

Tuakau College aims to prepare young people (rangitahi) for life by offering a broad-based quality education, which promotes excellence in all educational and personal endeavours within an environment of trust, respect and dignity.

We are committed to preparing young people, no matter what background, based on information individually gathered and in putting in place a plan to 'add value' to the student through one of the four cornerstone kete: academic, sporting, social and cultural "baskets" of knowledge.

Excellence is defined through each of the four kete. Each student has an expectation to achieve excellence in at least two kete. To achieve *the very best in all things* the College provides opportunities and encourages students to strive for the best.

We offer a broad curriculum and subject choice to meet the needs of a diverse range of students. Within the curriculum students are academically challenged in a context of learner-centred education. Students set goals through individual strategic and education plans. Every effort is made to motivate students and to promote a love for learning and positive attitudes about success, so that they can move successfully into life beyond school.

The College ensures a safe and positive learning environment is in place to promote trust, respect and dignity in all the endeavours required to achieve excellence.

The school regards parents and caregivers as partners in education and the key to student success in any endeavour undertaken. Parents and caregivers are made to feel welcome in the school and encouraged to play an active role in school life wherever possible. The school regularly seeks feedback from the community on its performance and internally reviews its practices, with the constant aim of improving.

We have a professional, high-quality and motivated staff that regard themselves as reflective practitioners continually endeavouring to improve their teaching practices.

STRATEGIC GOALS 2009 to 2011

1. Tuakau College will fully implement the new Curriculum by making staff professional development in this area a priority.
2. Tuakau College will provide a learning environment tailor-made to the learning styles and needs of all students using Personal Career Plans (PCPs) and Personal Education Plans (PEPs).
3. The students of Tuakau College will achieve to their potential by:
 - achieving excellence in a least two of the four cornerstone ketes of social, academic, sport, and cultural.
 - teachers using a balance between discursive and traditional teaching practices as prescribed in the *Te Kotahitanga* initiative.
4. No student at Tuakau College will be left behind – they must be literate and numerate to their level of competency. This especially targets Maori students and boys.
5. A programme of continuous improvement is implemented through a system of forward planning and review.
6. A development plan of Tuakau College will be implemented according to the 10 year property plan (10PP) and five year property agreement (5YA) and must include:
 - Improving the College's physical look
 - Improving and achieving a balance between natural shade (trees) and artificial shaded areas
 - A future plan on where the school places new buildings
 - A plan to improve teacher workspaces, staffrooms, toilet and Canteen facilities
7. Tuakau College will provide a safe learning and teaching environment for all by:
 - Collection and analysis of data on student interactions
 - Being 100% committed to the tenets of *Te Kotahitanga*
 - Having all stakeholders signing up to and agreeing to the outcomes of our behaviour management system
 - Communicating that for every misbehaviour there is a consequence where the punishment fits the crime
 - Accentuating the 'positive' and eliminating the 'negative' in all areas of the College
8. Tuakau College will enhance the health and resilience of students and staff by implementing a Health clinic to provide as many health services for the students and staff as possible by working closely with Counties Manukau District Health Board (CMDHB).

GENERAL GOALS OF TUAKAU COLLEGE

To provide an environment where all students are encouraged to develop into creative and critical thinkers, life-long learners and responsible, participating members of society.

Understand and recognize the dual heritage of New Zealand and respect the needs of New Zealanders from other cultural backgrounds.

Aim to nurture a team of highly skilled, enthusiastic and effective committed educators who are good role models for our students.

Keep affirming the need to provide an environment, which is caring, stimulating, intellectually rewarding and physically and emotionally safe.

Achievement will be enhanced through effective learning and teaching using a range of student-centred approaches as well as discursive teaching, which encourages cooperative learning and assessment.

Unite all members of the Tuakau College community in our endeavours to achieve our aspirations.

Choice of subjects at Years 12 and 13 appropriate for differing abilities and interests, and enabling students to explore possibilities for further education and future employment with a broad general education at Years 7 to 11.

Openly promote an appreciation of, and sensitivity towards, the environment at school, local, regional and global scales.

Learn and foster respect for each person as an individual of worth; tolerance of individual differences, with special regard for racial, cultural and religious diversity; physical and mental differences and sensitivity to, and concern for, the needs of others.

Learn and foster skills which enable people to work together harmoniously with a sense of belonging and purpose.

Encourage students to experience a wide range of cultural, sporting and recreational activities to enable identification of those suited to the skills and interests of the individual as well as develop a range of interests, which can provide a basis for effective use of leisure time.

Guide the development of positive self-esteem and personal pride while recognising the home has prime responsibility for personal, moral and spiritual development

Encourage all students to achieve their full potential, and to value excellence, as well as the development of personal qualities of integrity, honesty, self-discipline, independence, tolerance, confidence, initiative, perseverance, sportsmanship, motivation, adaptability, enthusiasm, and the ability to cope with pressure.

TREATY OF WAITANGI COMMITMENTS

Tuakau College will:

- Maintain policies and practices which reflect New Zealand's dual cultural heritage.
- Consult regularly with our Maori parents and wider community and maintain a close relationship with this community.
- Show bicultural awareness by incorporating Maori protocols, symbols and taonga in our physical school environment.
- Recognise and value the unique position of Maori in New Zealand society by including Maori elements in our school programmes.
- Strive continually to improve learning outcomes for our Maori students.
- Consider future strategies for further improving outcomes for our Maori students through *Te Kotahitanga*.
- Provide learning opportunities in Te Reo Maori and Tikanga Maori.
- Provide learning opportunities through Whanau Forms.
- Provide appropriate pastoral care and guidance for our Maori students through whanau forms.
- Support the school's kapa haka group.
- Support and provide professional development for our Maori teachers.
- Ensure that there are at least two Maori representatives on the Board of Trustees.
- Espouse the concepts of Whanau.
- Consider alternative courses specifically for Maori Tikanga in the senior school.

ACHIEVEMENT

WHAT IS ACHIEVEMENT?

The Tuakau College Board of Trustees defines achievement as:

“a positive response to the stimuli provided by our school”

Achievement reflects a positive response by individual students and/or groups of students and/or the collective school community, to all the activities, events and experiences initiated by the school. Positive response includes both participation in and/or success in activities, events and experiences.

The stimuli that will determine achievement will be provided through the four kete: academic, social, sporting and cultural endeavour:

- Activities associated with the delivery of the curriculum
- The school tone or climate
- The school environment
- Sporting opportunities and the promotion of fair play
- Opportunities in cultural activities such as drama, debating, speech-making and music
- A Maori perspective
- Opportunities for decision-making, leadership and service to the school and the community
- Careers and personal guidance
- Cultural interaction
- Individual strategic and education plans

HOW DO WE MEASURE ACHIEVEMENT?

Given the broad definition of achievement, the Board maintains that the methods of evaluating achievement must also be broad and varied. We also acknowledge that in the evaluative process many factors are not objectively measurable. Evaluative data on student achievement comes from a variety of resources, procedures and sources including:

- National examinations
- Standardised testing and examinations in school
- Diagnostic tests that measure performance and identify learning needs
- Cumulative student profiles and assessments
- Student self-assessment
- Student work samples
- Teacher records and anecdotal material
- Subjective teacher assessments
- Classroom programme evaluation
- School surveys
- Input/feedback from parents, community and whanau
- Sports, cultural, drama results
- Participation in all co-curricular activities
- Student co-operation and contributions to school life
- Student self-esteem
- Attendance and truancy records
- Enrolment rates from our 'feeder' schools
- Retention rates at senior levels.

WHAT IMPACTS ON ACHIEVEMENT AT TUAKAU COLLEGE?

The Charter:

The Mission Statement, objectives, goals and policies set the guidelines and philosophy of the school.

The New Curriculum:

Determines the essential learning areas and essential skills, principles, key competencies, attitudes and values. Each department will have subject schemes of work and clearly stated goals and objectives.

The students:

Each student is recognised as an individual and for each the focus is the College's Vision Statement.

The staff:

We recognise the importance of a professional, committed staff with high expectations of themselves and the students they teach. This will involve:

- a commitment to excellence in teaching practices
- accountability for student achievement
- development of quality programmes for all students
- development of a caring and productive classroom and school environment
- individual and co-operative learning practices, as appropriate
- continual monitoring and assessment focusing on formative assessment to foster improvement, as well as summative assessment. Achievement is measured for the individual as well as against national standards
- clear systems of communication and decision-making
- a clearly articulated and widely accepted vision for the school
- participation in professional development programmes
- participation in performance management appraisal
- co-curricular activities and programmes.

The parents/caregivers and wider community:

The contribution to achievement made by this group is important. It is reflected in the community's involvement in the school and the school's use of the community. The Board recognises that the "real world experience", aspirations and values of our parents have a major impact on student achievement. Indicators are:

- attendance at meetings and interviews
- ensuring homework is done, students are well equipped and correct uniform is worn
- supporting the school's expected standards of behaviour
- ensuring regular attendance
- willingness to be parent helpers in school activities and/or representatives on the PTA
- ability and willingness to support the school financially through school fees and fundraising.

The Board of Trustees:

We recognise the importance of a Board committed to its role of Governance. Its support of the Principal and staff and the creation of a caring, learning environment is seen as an integral part of this. The support is facilitated through awareness of, and actions in, the areas of finance, resourcing, cultural sensitivity, equity and acting as a good employer.

The learning environment:

An orderly, supportive learning environment in which the following are recognised as significant factors impacting on achievement.

- students are achieving success and positive reinforcements
- learning tasks are achievable
- routines and expectations are well established
- learning difficulties are recognised and catered for
- school and classroom climates are positive and challenging
- school buildings and grounds are well-maintained

The teaching resources:

The provision of adequate resources to support learning and teaching programmes is seen as an essential element of student achievement. To this end, the College endeavours to provide teaching resources that:

- support the achievement of learning objectives
- are well maintained and readily accessible to users

The Board notes that funding from Government will have a major impact on the ability of the school to successfully deliver the programmes to which it aspires.

OUR VALUES

Respect

Integrity

Caring/Aroha

Excellence

Perserverance