



# **Rotorua Boys' High School**

# **Annual Plan 2026**

20 March 2026

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**Strategic Dimensions**

Ō tātou Pouako  
Our Staff

Ā tātou Tamatāne  
Our Young Men

Tō tātou kura, ō tātou Whānau me te Hapori  
Our School, our Families and our Community

## 1. Teachers and their Teaching

**Mā te huruhuru ka rere te manu. Adorn the bird with feathers so it may soar.**

**Goal :** To lead coherent, high-quality teaching and learning across the school by strengthening curriculum alignment, pedagogical capability, and consistent practice that improves engagement, achievement, and wellbeing for all ākonga. These actions will lead to improved academic outcomes for Māori Students.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
1.1	Lead the implementation of the Refreshed Curriculum (Te Mātaiaho) – Phase 4 and Phase 5	DP - Teaching and Learning Leaders of Learning Assistant Leaders of Learning	Staff demonstrate a shared understanding of Te Mātaiaho and curriculum progressions in faculty discussions and PGC conversations. Evidence of curriculum alignment in unit planning and course outlines.
1.2	Ensure consistent implementation of the Year 9, Year 10 and Year 11 Academic and Tāne Raukura Certificates	DP - Teaching and Learning Leaders of Learning Year Level Deans	Teachers report clarity around expectations and assessment requirements. Consistency in how progress toward certificates is communicated to students and whānau Increase in students achieving certificates by 5–10% compared with 2025 baseline.
1.3	Develop and implement a schoolwide KAMAR Markbook Protocol	DP - Teaching and Learning Principal's Nominee Leaders of Learning	Teachers report clarity and confidence using KAMAR markbook processes. Senior leadership reports improved data reliability for monitoring progress. 100% of teachers following markbook protocol. Reduction in reporting errors or inconsistencies.
1.4	Strengthen progression from Year 9 to Year 11 through aligned curriculum pathways	DP - Teaching and Learning Leaders of Learning Assistant Leaders of Learning	Faculty planning documents demonstrate clear learning progression. Students demonstrate improved readiness for Year 11 assessments.
1.5	Ensure academic monitoring is current and accurate, with scheduled check-ins to monitor progress and respond early to concerns. Tracking should include the Literacy and Numeracy Co-requisites, UE Literacy and UE Pathways at Year 13. Support students to set clear goals and track progress toward Proficient/Merit and Exceeding/ Excellence pathways. (Aiming for Excellence/ Exceeding Groups)	Year Level Deans Leaders of Learning Assistant Leaders of Learning	Connecting with LOL and ALOL. Feedback and feedforward from classroom teachers.
1.6	Embed the use of Progress Descriptors and Indicators within Phase 4 learning areas	DP - Teaching and Learning Leaders of Learning Assistant Leaders of Learning	Departments regularly reference progress indicators in planning discussions. Students can articulate learning intentions and progressions in class.
1.7	Implement the use of SMART tool for the assessment of Reading, Writing, Maths, Pāngarau, Panui, Tuhituhi.	DP - Teaching and Learning. Leaders of Learning Assistant Leaders of Learning	Teachers use SMART data to inform teaching and intervention planning. Evidence of targeted literacy and numeracy support programmes.
1.8	Strengthen teacher capability through targeted professional learning and development (PLD)	DP - Teaching and Learning Leaders of Learning	Improved teacher confidence and pedagogical consistency observed in classrooms. Increased professional collaboration and reflective practice.

Key

Achieved	Partly achieved	Not achieved
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1.9	Strengthen inclusive teaching practice through PLD in Neurodiversity and Universal Design for Learning (UDL)	DP - Teaching and Learning	Teachers demonstrate greater understanding of differentiated teaching approaches. Classroom observations show increased differentiation and inclusive strategies. 100% staff participation in neurodiversity/UDL PLD. Improvement in engagement indicators for identified learners.
1.10	Embed a shared RBHS approach to effective and responsible AI use in teaching and learning.	DP - Teaching and Learning In School Leader -Digital Fluency Leaders of Learning	AI is used effectively to support the development of appropriate learning programmes. Student use of AI is aligned with the AI Traffic Lights. Number of Authenticity breaches is reduced.
1.11	Develop capability to teach and support Scholarship-level learners	DP - Teaching and Learning Leaders of Learning Director of Ihu Manaea	Teachers report increased confidence supporting Scholarship candidates. Increase in Scholarship entries and pass rates. Target 5–10% increase in Scholarship participation.
1.12	Review the 2026 Timetable and new 2026 Programmes to support the development of appropriate and responsive programmes in 2027	DP - Teaching and Learning DP - Admin and Sport	Draft 2027 timetable reflects the review findings.

## 2. Students and their Attendance

**Goal:** Strengthen the effectiveness of Deans and House Group Tutors by embedding consistent systems to monitor student attendance.

	Benchmark Aims	Responsibility	Measures
2.1	Embed the Attendance Management Plan across all Year Level Deans and House Group tutor roles to ensure consistent expectations, monitoring, and schoolwide follow-up.	DP - Student Support Year Level Deans Attendance Team	Year level deans tracking documents, staff briefing, reports. Deans and House group tutor hui.
2.2	Lift regular attendance to 60% of ākonga each term, using targeted intervention and tracking. We will use the mantra “names not numbers”	DP - Student Support Year Level Deans Attendance Team	Tracking documents, data and photos visible to all staff. Weekly updates, meetings with Attendance Team
2.3	Undertake fortnightly check-ins with House Group tutors, as required, with a focus on attendance, roll completion, and follow-up actions.	Year Level Deans, HG Tutors	Te Honoa Toi check in space, evidence of check in and feedback
2.4	Maintain regular engagement with the Attendance Team to support coordinated attendance responses.	Year Level Deans Attendance Team	Regular hui with the Attendance Team to discuss target group and updates
2.5	Share and model effective House Group practice to improve consistency, strengthen follow-up systems, and enhance pastoral and academic support across all Houses.	Year Level Deans	Deans committee meetings. Deans and House Group meetings. Te Honoa Toi.

Key

Achieved	Partly achieved	Not achieved
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### 3. Students and their Engagement

**Goal:** To enhance student engagement, identity, and belonging through inclusive participation in EOTC, sports, and cultural life of the school.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
3.1.1	<b>Sports Academies</b> Strengthen a culture where data is not merely collected, but meaningfully used to inform teaching / coaching practice, experiences, and guide interventions.	DP - Admin and Sport Directors of Sport	1. Student 'self check in' tool developed. 2. Report grades for Attitude and Effort.
3.1.2	Develop and implement a social media strategy to integrate positive messaging into all year-level schemes, specifically to reinforce "positive masculinity" through storytelling, athlete showcases, and digital communication.	DP - Admin and Sport Directors of Sport Head of Academies	1. Visible unit of work in all Year Level Academy schemes. 2. Individual Digital CV's evident for Year 13 Academy Students.
3.1.3	Community Service will be developed into a coordinated framework, ensuring each sports code contributes meaningfully to community engagement, aiming to embed service as part of the sporting culture	DP - Admin and Sport Directors of Sport	Each Senior (Year 12/13) Academy class to be involved in at least one community service project.
3.1.4	Develop a Premier Sports Team Camp to align values and expectations alongside promoting the partnership with Performnz IQ for athlete mentoring	DP - Admin and Sport Directors of Sport Head of Academies	Premier Sports Camp completed in Term 1 with staff and student voice collected.
3.2.1	<b>Tama Pasifika</b> Strengthen and sustain meaningful partnerships with Pasifika families and communities that support student engagement, wellbeing, and achievement.	DP - Cultural Capacity Tama Pasifika staff	Increased Pasifika family engagement with the school and positive shifts in Pasifika student engagement, wellbeing, and achievement.
3.2.2	Ensure Tama Pasifika students experience culturally responsive, relational, and identity-affirming teaching across all learning spaces.	DP - Cultural Capacity Tama Pasifika staff	Tama Pasifika students report that their culture, identity, and relationships are valued within their learning environments, alongside evidence of increased engagement and positive trends in achievement and wellbeing data.
3.2.3	Strengthen the quality and visibility of Pasifika language and cultural learning so that Tama Pasifika identity is recognised, celebrated, and normalised within the school.	DP - Cultural Capacity Tama Pasifika staff	Pasifika language and cultural learning are increasingly visible and valued across the school, with Tama Pasifika students reporting a stronger sense that their identity, language, and culture are recognised and celebrated.
3.3.1	<b>Te Whare o Raukura</b> Embed authentic partnership with whānau and iwi so that Māori voice consistently informs and influences school direction, decision making, and practice.	DP - Cultural Capacity Te Whare o Raukura Staff	Māori whānau and iwi voice is visibly informing school direction, with feedback and partnership influencing key decisions, initiatives, and practices across the school.
3.3.2	Strengthen the consistent presence and practice of te reo Māori and tikanga Māori across the kura as expressions of cultural protection under Te Tiriti.	DP - Cultural Capacity Te Whare o Raukura Staff All Staff	Te reo Māori and tikanga Māori are consistently visible and upheld across school environments, practices, and events.

Key

Achieved	Partly achieved	Not achieved
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3.3.3	Strengthen culturally sustaining teaching and high expectations so Māori students thrive academically and socially as Māori.	DP - Cultural Capacity Te Whare o Raukura Staff All Staff	Māori students demonstrate strong academic progress, engagement, and wellbeing while succeeding as Māori.
3.3.4	Strengthen staff capability and confidence to enact culturally sustaining practices that uphold te reo Māori, tikanga Māori, and success for Māori learners.	DP - Cultural Capacity Te Whare o Raukura Staff All Staff	Staff practices increasingly reflect culturally sustaining approaches that affirm Māori identity, language, and culture.
3.3.5	Strengthen opportunities for Māori student leadership and voice so that taura Māori actively contribute to the culture, identity, and direction of the kura.	DP - Cultural Capacity Te Whare o Raukura Staff	Māori student voice and leadership are evident in shaping school culture and initiatives.
3.4.1	<b>EOTC</b> Implement a Digital EOTC Management and Approval System Introducing SchoolBridge EOTC workflow to manage online consents, RAMS approvals, communication with whānau, and event tracking.	DP - EOTC DP - Admin & Sport Leaders of Learning	All EOTC activities processed through the digital platform with staff trained in its use and online consent forms utilised for all major events.
3.4.2	Develop a Term 4 “Raukura EOY Programme” (Years 9–11) Develop and implement a structured programme during the final five weeks of Term 4 for Year 9–11 students that includes leadership, EOTC experiences, cultural engagement, and curriculum-linked activities. The programme will build on the success of the Raukura Spirit weeks and provide meaningful end-of-year learning opportunities.	DP - EOTC Year Level Deans Leaders of Learning Assistant Leaders of Learning	Programme delivered annually with participation from Year 9–11 students and feedback collected from staff and students to refine delivery.
3.4.3	Establish an Annual Year 11 House Group Camp Implement a Year 11 House Group Camp led by Heads of House and House Group Tutors that focuses on whakawhanaungatanga, leadership development, and strengthening house identity within the Raukura community.	DP - EOTC Year 11 Deans Year 11 House Group Tutors	Camp delivered annually with high participation and positive student engagement evident through feedback and house involvement.
3.4.4	Strengthen the Raukura Leadership and EOTC Pathway (Years 9–13) Develop a clearly articulated leadership pathway that includes Year 9 camp experiences, Year 10 outdoor learning, Year 11 leadership camps, and senior leadership opportunities.	DP - EOTC DP - Student Support	Leadership pathway documented and embedded within school programmes with increasing student participation in EOTC leadership experiences.
3.4.5	Develop a Standalone Outdoor Education Standard Operating Procedures (SOP) Develop a comprehensive Outdoor Education SOP document outlining operational procedures, safety systems, risk management protocols, staff competencies, and programme delivery standards.	DP – EOTC EOTC Teachers	SOP document completed, approved by SLT, and aligned with MOE EOTC guidelines with the programme prepared for potential external audit or review.

Key

Achieved	Partly achieved	Not achieved
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#### 4. Students and their readiness for Learning

**Goal:** Lead and strengthen the collective effectiveness of the Pastoral Committee to ensure a coordinated and responsive approach to student support across the school.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
4.1	Improve the withdrawal room process and ensure Reflection Cards are consistently completed and checked, while reinforcing classroom management expectations across all staff.	DP - Student Support DP - EOTC MSB Team	Staff briefing meetings and Wananga Wednesday PLD. Evidence collected through NotebookLM.
4.2	Ensure attendance referrals are directed to the Group Attendance Team and the relevant Year Level Dean rather than MSB, and regularly remind staff of this process during briefings.	DP - Student Support MSB Team Attendance Team Year level Deans	Remind staff regularly at briefing. Wananga Wednesday PLD.
4.3	Provide clearer guidelines and processes for Pouāwhina working alongside teachers in classrooms, and identify and support teachers who may need additional help managing challenging classes.	DP - Student Support MSB team	Regular check in with Pouawhina, using data and feedback from Year level Deans around class behaviour.
4.4	Continue supporting the Te Ara Tūhono mentoring programme and the Attendance Team, while using AI tools to streamline pastoral documentation and student interview notes.	DP - Student Support MSB team Attendance Team	Measure through fortnightly report and attendance data for improved performance of Ākonga
4.5	Embed new systems and practices introduced in 2025 to strengthen consistency and effectiveness across the Guidance team.	Head of Guidance Guidance Team	Referral data and follow up supporting Ākonga through noted. Noted used effectively to improve referral completion and tracking. Follow-up times have reduced.
4.6	Strengthen External partnerships. Continue to collaborate with external agencies (e.g., Ngāti Pīkiao Runga, iwi providers, and community services) to enhance wraparound support for students and whānau.	Head of Guidance Guidance Team	Regular communication and collaboration with iwi providers.
4.7	Use of Pulse data to identify and support student wellbeing.	Head of Guidance Guidance Team	Pulse trends monitored.
4.8	<b>Āwhina Activity Centre</b> Support the Director of Āwhina to embed consistent entry and transition plans across all contributing schools.	Principal Head of Guidance DP – Student Support Director of Āwhina	Effective transition plan embedded.

Key

Achieved	Partly achieved	Not achieved
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## 5. School Wide Review

**Goal:** Lead a coherent, schoolwide review process that monitors and evaluates academic achievement, attendance, and student engagement, ensuring alignment with strategic targets.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
5.1	<b>Academic Targets</b> <ul style="list-style-type: none"> <li>90% of students gain their Year Level Academic Certificate</li> <li>15% of students achieve their academic certificate with an endorsement.</li> <li>Increase the number of NCEA Scholarships by 50% based on entries.</li> <li>Increase the number of students gaining NCEA Level 3 with University Entrance by 10%</li> <li>Improve NCEA Literacy and Numeracy Co-requisite results by 10%</li> <li>90% of students in Years 9-11 gain the Foundation/Tāne Raukura Certificate.</li> </ul>	Senior Leadership Team Leaders of Learning & Assistant Leaders of Learning. Year Level Deans In School Leaders: Literacy Numeracy Ihu Manea	Year Level Tracking by Term 2026 Results Fortnightly Reports
5.2	<b>Attendance Target</b> <ul style="list-style-type: none"> <li>Lift regular attendance to 60% or better by the end of 2026.</li> </ul>	Senior Leadership Team	Daily, Weekly and Termly Tracking. Promote school wide attendance via Social Media, Newsletters, Assemblies, ARD.
5.3	<b>Co-Curricular Participation</b> <ul style="list-style-type: none"> <li>To grow student participation in sport &amp; cultural activities.</li> <li>To promote and improve attendance at interhouse events.</li> </ul>	DP - Admin & Sport DP - Cultural Capacity DP - Student Support	Provide an accurate participation record for sport & cultural activities (national sport census data)  Provide an accurate attendance record for each major house event.
5.4	<b>Enhance Hostel Wellbeing Support</b> <ul style="list-style-type: none"> <li>Continue to develop and refine wellbeing programmes within the Tai Mitchell Hostel.</li> <li>Use data and feedback to tailor support for hostel students.</li> <li>Embed the use of the ORAH platform as the student management system for Tai Mitchell Hostel.</li> </ul>	Director of Boarding Guidance Team	Hostel student Pulse Check in data reviewed, actioned & recorded. External providers utilised to support well being. ORAH platform embedded.

Key

Achieved	Partly achieved	Not achieved
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## 6. School Systems, Institutions and Environment

**Goal:** Strengthen and align school systems, structures, and environments to ensure they effectively support high-quality teaching and learning across Rotorua Boys' High School.

	<b>Benchmark Aims</b>	<b>Responsibility</b>	<b>Measures</b>
6.1	Finalise the 10YPP with the Ministry of Education. Work with the Ministry of Education and property consultants to progress approved projects within the school's 10YPP timeline.	Property Manager Business Manager	10YPP finalised and projects progressed.
6.2	Ensure the school financial statements are prepared in accordance with generally accepted account practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting.	Business Manager	Financial statements prepared.
6.3	Ensure the school submits financial statements to the school auditor by 31 March each year; and that the annual report (including audited financial statements) have been submitted to the Ministry of Education by 31 May and published online each year.	Business Manager	Financial Statements and Annual Report submitted accordingly.
6.4	Ensure the school complies with section 155 of the Education and Training Act 2020, and appropriate provisions of the Crown Entities Act 2004 relating to borrowing.	Business Manager	Compliance confirmed by Auditor.

Key

Achieved	Partly achieved	Not achieved
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