

Southland Boys' High School Annual Implementation Plan 2026

Strategic Goals and Drivers

Vision

Southland Boys' High School aims to be an inclusive educational facility engaging all learners and seeking to inspire them to find purpose in their pathway to personal success.

Who are we for?

Our primary commitment is to the boys while ensuring our staff, parents, and old boys are united by common goals, values, and mutual support, creating a strong and cohesive community.

Why are we here?

We provide a holistic education that focuses on high performance, academic excellence, positive masculinity, and character strength within a supportive and nurturing environment.

What we stand for?

Our values of Manaakitanga (Respect, Honesty, Compassion), Rangatiratanga (Responsibility, Service, Leadership), Manawanui (Perseverance), and Kotahitanga (Unity in brotherhood) are at the center of everything we do.



Our Essentials

Learning

We prioritise academic engagement and personal growth being the constant focus, with everyone having a role to play and the science of learning driving our shared understandings.

Creating

We prepare our students for the future by equipping them with skills in critical thinking for problem solving and innovation.

Engaging

We support our boys to take on challenges outside the classroom and learn the rules of the activities they take part in as they strive for success through experiential learning in cultural, sporting, performance and service endeavours.

Belonging

We encourage students to be authentic, motivated and connected through our positive masculinity and pastoral programs; practicing respect and empathy for themselves and others.

Tuakana Teina

We promote and teach effective role modelling across the school and its student body.



Our Engine

Staff

We prioritize the attraction, development and wellbeing of highly skilled staff to ensure exceptional educational outcomes for our students.

Culture

We use the lessons of our past to teach the leaders of tomorrow. We promote high performance through an engaging and supportive environment that empowers students and staff while aligning with our school values. We actively promote links with Kai Tahu and local Runaka within all curriculum areas.

Applied Research

Our practice is aligned to an evidence-informed approach to education. Our staff are encouraged to research domestic and international versions of best practice for male learners.

Financials

We focus on prudent growth, resource management, and strategic investments to support the long-term goals and stability of the school.

Systems Thinking

We use and implement technologies and processes to ensure long-term sustainability and efficiency that can adapt to changing environments.



2026-2028 Strategic Plan Goals

Teaching and Learning

1. Endorsement Rate Merit and Excellence Y11-13 at 10% above the National Average.
 - a. Year 9 and 10 Certificate Achievement rates match Year 11 NCEA.
2. NCEA achievement rates to be 10% above the National Average and above all Southland Schools for boys.
3. CAA Assessment achievement results above 80% by the end of Year 11.
 - a. Structured Literacy pedagogy in place and part of active teaching in Year 7&8.
 - b. School wide literacy and numeracy language to be embedded across the school.

Pastoral

1. 100% of students wearing the school uniform correctly
2. Annual reduction in Suspension numbers.
3. Student unjustified attendance rates to decrease annually.

Hauora

1. Participation rates in extra-curricular activities for students to exceed 90%.
2. Promote annual whanau events encouraging the parent community to join in with school activities (examples of this goal = Coaches BBQ, Old Boys Events, Dads and Lads' events).
3. Average student engagement rates to be above 3 annually.



2026 Annual Goals

Teaching and Learning

1. Endorsement rates for NCEA Level 1, 2 and 3 to exceed the National average for male learners.
2. Year 9 and 10 certificate achievement rates to meet or exceed the following levels. Achieved = 80%, Merit = 40%, Excellence = 10%.
3. NCEA achievement rates to be 10% above all Southland Schools for male learners.
4. CAA achievement rates to exceed 70% by the end of Year 11.
5. Implementation of Reading and Spelling components of the Ministry of Education accredited Structured Literacy programme at Year 7&8 and the use of a data rich assessment system that will enable staff to track the efficacy of each component of the programme.



Pastoral

1. 100% of students wearing the school uniform correctly.
2. Stand Down and Suspension numbers to stay under the 5-year average for SBHS (2021-2025 average).
3. Attendance rates across all year levels to climb by 2%.
 - a. Development and implementation of an 85% regular attendance rate expectation for school representatives.

Hauora

1. Participation rates in extra-curricular activities to exceed 75%.
2. Average student engagement rates to exceed 2.5
3. Implementation of the schoolwide STEPPED Attendance plan.
4. Development and implementation of an end of year camp programme for Year 9 students.

Where are we currently?

Southland Boys' High School enters 2026 in a strong position in relation to student achievement, with NCEA achievement rates across Levels 1–3 continuing to sit above national averages for male learners.

Significant improvements have also been made in pastoral systems, including a marked reduction in stand-downs and suspensions, strengthened student engagement, and improved attendance trends approaching the national expectation of 90%.

Key structural improvements implemented in 2025 include:

- Establishment of Academic Deans to support targeted academic mentoring
- Introduction of the STEPPED attendance system
- Development of a new Year 9–10 curriculum model for implementation in 2026
- Introduction of Structured Literacy approaches in Years 7–8

However, analysis of variance identifies key areas for improvement:

- NCEA endorsement rates (Merit and Excellence) remain below or marginally below national averages in several areas
- CAA achievement rates (70%) remain below target expectations
- Literacy and numeracy achievement in Years 7–8 has declined significantly at the “Above” level
- Attendance rates, while improving, remain inconsistent across senior year levels
- Continued disparity remains in Māori and Pasifika achievement at Level 3

The strategic focus for 2026 is therefore a deliberate shift from **achievement to excellence**, with a strong emphasis on lifting endorsement rates, strengthening foundational literacy and numeracy, and embedding systems that sustain long-term improvement.

Information on teaching and learning strategies:

Teaching and learning programmes at SBHS in 2026 are aligned to the strategic objective of delivering a high-quality, culturally responsive and inclusive education model.

Key strategies include:

- Implementation of Structured Literacy and Numeracy approaches in Years 7–8

- Introduction of a new pathways-based Year 9–10 curriculum model to improve engagement and personalised learning
- Strengthened use of achievement data through Academic Deans and faculty tracking systems
- Targeted support for priority learners, including Māori and Pasifika students
- Explicit focus on NCEA assessment literacy, exam preparation, and endorsement attainment
- Integration of student voice and culturally responsive pedagogical practices

These approaches are designed to address learners whose needs have not yet been fully met, particularly in literacy, numeracy, and senior academic extension.

Teaching and Learning

4. Endorsement Rate Merit and Excellence Y11-13 at 10% above the National Average.
 - a. Year 9 and 10 Certificate Achievement rates match Year 11 NCEA.
5. NCEA achievement rates to be 10% above the National Average and above all Southland Schools for boys.
6. CAA Assessment achievement results above 80% by the end of Year 11.
 - a. Structured Literacy pedagogy in place and part of active teaching in Year 7&8.
 - b. School wide literacy and numeracy language to be embedded across the school.

Strategic Goal:

Teaching and Learning

1. Endorsement rates for NCEA Level 1, 2 and 3 to exceed the National average for male learners.
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3. NCEA achievement rates to be 10% above all Southland Schools for male learners.
4. CAA achievement rates to exceed 70% by the end of Year 11.

Implementation of Reading and Spelling components of the Ministry of Education accredited Structured Literacy programme at Year 7&8 and the use of a data rich assessment system that will enable staff to track the efficacy of each component of the programme.

What do we expect to see by the end of the year?

- Measurable increase in endorsement rates across all NCEA levels
- Improved literacy and numeracy baseline data in junior school
- Reduced disparity for Māori and Pasifika learners
- Strong student engagement and achievement under new Year 9–10 curriculum

Actions	Who is responsible	Resources Required	Timeframe	How will we measure success
Implement new Year 9–10 curriculum model	Deputy Principal Curriculum, HoFs	PLD, timetable structures	Term 1–4	Student engagement and achievement data
Embed Structured Literacy Programme (Y7–8)	HoF English, Literacy Leader	MoE resources, assessment tools	Full year	Reduction in students below expected level
Strengthen exam preparation systems (L1 focus)	Academic Deans	Workshops, study programmes	Term 2–4	Increase in endorsement rates
Academic mentoring through Deans model	Academic Deans	Data tracking tools (KAMAR)	Full year	Progress of targeted learners
Target Māori and Pasifika achievement	Senior Leadership Team	Targeted support programmes	Full year	Reduced achievement gap
Implement CAA tracking and intervention cycles	Academic Deans, HoFs	Assessment systems	Term 1–3	≥70% pass rate by end Year 11

Pastoral Wellbeing

Annual Implementation Goal(s)

Pastoral

1. 100% of students wearing the school uniform correctly.
2. Stand Down and Suspension numbers to stay under the 5-year average for SBHS (2021-2025 average).
3. Attendance rates across all year levels to climb by 2%.
4. Development and implementation of an 85% regular attendance rate expectation for school representatives.

Strategic Goal:

Pastoral

4. 100% of students wearing the school uniform correctly
5. Annual reduction in Suspension numbers.

6. Student unjustified attendance rates to decrease annually.

What do we expect to see by the end of the year?

- Continued decline in behavioural incidents
- Strong and consistent school culture
- Increased student ownership of behaviour

Actions	Who is responsible	Resources Required	Timeframe	How will we measure success
Embed “Own it – Fix it” restorative model	Pastoral Deans	Training, pastoral systems	Full year	Reduction in repeat incidents
Strengthen tutor relationships	Tutor Teachers	Time allocation	Full year	Student voice and engagement data
Expand Student Services model	Senior Leadership Team	Staffing and facilities	Full year	Pastoral outcome data
Maintain uniform support systems	Pastoral Deans	Uniform stock and funding	Full year	Compliance rates

Attendance and Hauora

Annual Implementation Goals

- Increase attendance rates by 2%
- Progress toward 90% regular attendance
- Participation in extracurricular activities to exceed 75%

Annual Target/Goal

- Increase attendance rates by 2%
- Progress toward 90% regular attendance
- Participation in extracurricular activities to exceed 75%

What do we expect to see by the end of the year?

- Reduction in chronic and moderate absence
- Increased engagement in school life

<ul style="list-style-type: none"> Improved senior attendance 				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?
Implement STEPPED attendance model	Attendance Dean	Tracking systems, KAMAR	Full year	Attendance rate data
Early intervention with whānau	Attendance Dean	Meeting time and resources	Ongoing	Reduction in absenteeism
Attendance incentive programmes	Senior Leadership Team	Funding	Term-based	% students above 90% attendance
Increase sports/cultural participation	Sports Director	Staffing and funding	Full year	Participation rates
Implement Year 9 camp	Senior Leadership Team	Planning and resources	Annual	Student engagement survey

STRATEGIC GOAL 4: Systems, Pathways and Community				
Annual Target/Goal				
<ul style="list-style-type: none"> Strengthen career pathway clarity for all students Improve reporting and communication systems Strengthen community and external partnerships 				
What do we expect to see by the end of the year?				
<ul style="list-style-type: none"> Clear pathways identified for all students Years 10–13 Improved engagement with whānau Strong partnerships with local industry and education providers 				
Actions	Who is Responsible?	Resources Required	Timeframe	How will you measure success?

Expand careers programme (0.4 FTTE)	Careers Lead	Staffing allocation	Full year	% students with pathway plans
Strengthen community partnerships	Senior Leadership Team	External networks	Ongoing	Placement and engagement data
Improve reporting systems to whānau	Senior Leadership Team	Reporting tools	Term cycles	Parent feedback
Enhance transition programmes	Deputy Principal	Programme design	Annual	Retention and transition data

Board Assurance Statement

This Annual Implementation Plan aligns with:

- The Southland Boys' High School Strategic Plan 2026–2028
- The Education (School Planning and Reporting) Regulations 2023
- Government priorities for attendance, achievement, and curriculum delivery

The Board will monitor progress against these targets through regular reporting cycles and analysis of student outcome data.

AIP compiled by

R Laurenson

Rector

May 2026

