



Tauranga Boys' College

Annual Plan 2026

Our Intentions

(Core values and aspirations)

1.1- Vision (Tūruapo)

- a. Best for Boys - Tama Tū Tama Ora
- b. iBetter than before
- c. Leaders in boys' learning
- d. A Tūrangawaewae
- e. Respecting the past in creating the future

1.2- Mission (Whakatakanga)

Better than Before - A school where we are committed to excellence and equity through

- i. Growing ordinary boys to extraordinary men
- ii. A focus on continuous improvement for all
- iii. High expectations for all
- iv. Lifelong learning for all
- v. Competition
- vi. Quality Leaders and Communication

Leaders in Boys' Learning - A school where learning is paramount, through

- i) Commitment to excellence and equity in Teaching and Learning
- ii) Innovative pedagogical and curriculum design for boys
- iii) Quality professional learning
- iv) An inclusive, structured, supportive, orderly and caring learning environment
- v) Accelerating academic achievement for all boys
- vi) A commitment to Māori boys enjoying and achieving educational success as Māori

1.3- Values (Whanonga pono)

At Tauranga Boys' College we value and model these "Good Man" characteristics:

- a. Whakaute / Respect- The way we treat someone or something. The Tauranga Boys' College Respect Code underpins everything we do.
- b. Atawhai / Generous- Supporting those less fortunate. Demonstrate kindness and concern for others.
- c. Pūmau / Loyal- Firm and constant support to people, team and college
- d. Manawaroa / Resilient- Determination and positive attitude in the face of adversity.
- e. Manawanui / Committed- Setting goals and working hard to achieve them - showing patience and seeing things through to the end.
- f. Pono / Honest- Being trustworthy.

A Tūrangawaewae - A school where I can stand and belong, through

- i) Pride in who I am and where I am from, my House and the College
- ii) Fostering relationships that are respectful, supportive and honest
- iii) Declaring and upholding the characteristics of "Good Men"
- iv) A commitment to the Treaty of Waitangi
- v) Attendance and engagement in the life of the College

1.4- Māori Dimensions and Cultural Diversity

Tauranga Boys' College is committed to upholding the provisions of the Treaty of Waitangi - we acknowledge the unique position of Māori as tangata whenua, and respect the special qualities of all cultures represented in the student body. We seek to provide an inclusive and supportive environment where staff and students are encouraged to have pride in who they are and to recognise and value cultural diversity.

Respecting the Past in Creating the Future - A school where we uphold the traditions and history of the College, through

- i) Acknowledging excellence
- ii) Promoting appropriate rites of passage and ceremonies
- iii) Strengthening links with our Old Boys and wider community
- iv) Ensuring our staff and students are equipped to meet the challenges and opportunities of the future
- v) Meeting the challenges and opportunities of a fast moving world



2.1 RESOURCES Rauemi (resource acquisition and investment)

- a. Strategic investment in staff and student well-being
- b. Strategic and prudent fiscal management
- c. Implement the BOT property plan

KEY FOCUS FOR 2026

1. Review Staff Well-Being resources.
2. Review Student Well-Being resources.
3. Implement BOT Property Plan.

2.2 NETWORK Whanaungatanga (partnerships)

- a. Whanau and Parent Community Involvement (NELP2)
- b. Other educational, curriculum and leadership organisations and associations
- c. Partner with key professional organisations
- d. Strengthen links with the TBC Old Boys Association and Alumni
- e. Engage with Local Iwi (NELP2)

KEY FOCUS FOR 2026

1. Review Whanau and Parent Community Involvement.
2. Review Engagement with other educational, curriculum and leadership organisations and associations.
3. Strengthen links with the Old Boys Association and Alumni through strategic events and growing membership.

2.3 STRUCTURE Whakatakotoranga (alignment of personnel and systems)

- a. Supportive Student Management and Pastoral Team
- b. Clear management structure

KEY FOCUS FOR 2026

1. Review overall management structures and ensure they are fit for purpose.
2. Implement the Student Management and Pastoral Care Team structure.

2.4 PROCESSES Tukanga (operational context)

- a. Curriculum Professional learning and development
- b. School Culture
- c. Extra Curricular
- d. Students Cultural needs

KEY FOCUS FOR 2026

1. Implement New Curriculum for Year 9 and 10.
2. Review current school processes/culture drivers in the College.

Our Experiences (Our pedagogy & outcomes for our learners)

3.1 CULTURE Ahurea

(How our intentions are upheld)

- a. A supportive, orderly, caring and inclusive culture that reflects our school values and qualities of good men. (NELP1)
- b. Provide extracurricular opportunities and experiences that meet the needs and aspirations of every boy (NELP4)
- c. Promote and develop student leadership
- d. Promote student attendance and engagement (NELP3)
- e. A commitment to upholding the provisions of the Treaty of Waitangi, acknowledging the unique provision of Māori as tangata whenua and respecting all cultures represented in our school community. (NELP2/5)

KEY FOCUS FOR 2026

1. Implement the new student attendance services programme.
2. Promote and develop student leadership.

3.2 EFFECTIVE TEACHING & LEARNING Ako

(How our intentions are delivered)

- a. A quality curriculum that is broad, rich and engaging; driven by students' needs and future pathways (NELP7)
- b. A curriculum and pedagogy that consistently delivers the best education for our boys (NELP4)
- c. Quality professional learning that enhances the knowledge and skills of our staff (NELP5/6)

KEY FOCUS FOR 2026

1. Implement the key findings from Future Pathways Review.
2. Professional learning focuses on the use of Artificial Intelligence and the New Curriculum.

3.3 STUDENT LEARNING Tā te ākonga ako

(How our intentions are received)

- a. A commitment to preparing boys for lifelong learning, further education, training and work (NELP7)
- b. Learning that develops future-focused competencies managing self, critical thinking, communication, creativity, collaboration, and cultural understanding (NELP4)
- c. High-quality and equitable opportunities for learning through experiences inside and outside the classroom (NELP7)

KEY FOCUS FOR 2026

1. Review our future-focused competencies and how we prepare boys for lifelong learning, further education, training, and work.
2. Review support programmes that aim to provide equitable learning opportunities for learning.

3.4 ACADEMIC ACHIEVEMENT Whakatutukitanga

(Outcomes of our intentions)

- a. All students are improving their academic outcomes (NELP4)
- b. All students achieving at or above their academic potential (NELP4)
- c. All students are achieving their literacy and numeracy requirements (NELP4)

KEY FOCUS FOR 2026

1. All students are improving their academic outcomes.
2. 90% of students are achieving their numeracy and literacy requirements.