



ANNUAL PLAN 2024

Nga Tawa 2024 – 2025 Strategic Goals:

1. We are creating an authentic experience of our Christian **faith**.
2. We acknowledge, nurture and challenge every young woman; to be strong in her **identity**, to embody our values, to be aspirational and resilient.
3. We provide a safe and inclusive living and learning environment that promotes holistic **wellbeing**.
4. We develop a viable, innovative and sustainable business, with strong community **relationships** to achieve the optimal growth and longevity of Nga Tawa Diocesan School.

Nga Tawa 2024 Annual Objectives:

1. We strive for an authentic expression of te ao Māori.
2. Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum
3. Implement a school wide strategy for Wellbeing which is grounded in our Special Character and Positive Psychology

Annual Objective 1: We strive for an authentic expression of te ao Māori			Annual Target: To grow the capability of staff and students of te reo Māori and tikanga to support the understanding and authentic expression of te ao Māori
Action	When	Who	Indicators of progress
Strengthen tikanga and reo Māori to express te ao Māori	From Term 1	Academic staff, External provider	<ul style="list-style-type: none"> Targeted te reo for teaching staff to increase staff capacity and confidence in reo by inclusion in school everyday contexts and by continuing to offer annual courses for staff with instructional and relational everyday reo All staff can deliver their pepeha Increase everyday inclusion of reo Māori school wide e.g. classroom, assemblies, boarding Increase visual celebration of reo and ākonga Māori We continue to develop our relationship with Ngā Wairiki Ngāti Apa, whānau and community links incl. marae visits Create lanyards for all staff with school grace, waiata, karakia and phrases help card Karakia – to start all staff and student meetings, and start of Pd 1 and end of Pd 5 lessons Grace karakia in classes before lunch Waiata - Explicitly teach and drill students in Karakia and Waiata to increase confidence and deliver Waiata regularly where appropriate Growing numbers of ākonga in Te reo Māori lessons from Yr 9 to Yr 12 All Yr 9 students can deliver their pepeha after Te Reo rotation and within Social Studies. Support Māori and Pasifika students to be confident in their identity and as a Nga Tawa student Addition of macron on Ngā and saying Tawa with a short a
Increased inclusion of <ul style="list-style-type: none"> Place based learning Mātauranga Māori Aotearoa New Zealand's Histories Curriculum into teaching and learning 	Beginning Term 1	SMT & HODs, Academic staff, HOD Social Sciences NG	<ul style="list-style-type: none"> Use of NZQA and MOE Curriculum refresh resources and learnings for inclusion of Mātauranga Māori in unit of learnings Authentic placed based learning in context with programmes of learning (2024) Tangata whenuatanga place based learning supported by Ngā Wairiki Ngāti Apa translated into units of learning so that the Rangitikei identity is reflected in place-based learning content and connections in curriculum documents and units of learning. (2023) Year 9 Rangitikei Hikoi lead by Dr. Mike Paki OR Ngā Wairiki Ngāti Apa Term 1 Building and sustaining whanaungatanga with ākonga and whānau Incorporation of Aotearoa New Zealand's Histories Curriculum into Social Science units of learning
Developing Kapa Haka as an essential element of te ao Māori within our school	Beginning Term 1	HOD Music DT	<ul style="list-style-type: none"> Increase Manaakitanga with Kapa Haka tautoko Ground our kapa haka in the Rangitikei with support from Ngā Wairiki Ngāti Apa Authentic and regular participation in school events

Annual Objective 2: Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum.			Annual Target: To increase junior student’s competency in Literacy and Numeracy given the range of abilities in new entrants and the need for success in the Common Assessment Activities
Action	When	Who	Indicators of progress
Increase timetabled lesson allowance for Year 9 and 10 English and Mathematics to support greater outcomes in Numeracy & Literacy	Starts Term 1	SMT	<ul style="list-style-type: none"> Increase timetabled lesson allocation for Yr 9 and Yr 10 in both subjects increases from 5 x 75 minutes to 6 x 75 minutes per 10-day cycle – a 20% increase - to cover basic skills of reading, writing and numeracy requirements for CAAs We have a target of 80% of Yr 10 cohort attain each of the CAAs by Term 3 assessment date
Establish small classes for Year 9 English and Mathematics	Starts Term 1	SMT, AM, TQ	<ul style="list-style-type: none"> Divide the Yr 9 cohort into 4 small groups Higher teacher : student ratio Targeted support for students with identified specific learning needs, including Tutor support allocated to each line of Yr 9 Maths, Yr 9 English and Yr 10 Maths to support priority numeracy and literacy students Create fluid differentiation and flexible groupings to meet specific learning needs
All departments explicitly teach Numeracy and Literacy skills	Starts Term 1	HODs, Depts	<ul style="list-style-type: none"> Each department implements subject domain specific advice by following the MOE Numeracy and Literacy Pedagogical Guides published within NCEA Numeracy and Literacy Planning Resources for each subject domain https://ncea.education.govt.nz/numeracy-planning-resources https://ncea.education.govt.nz/literacy-planning-resources Each department outlines or adds specific tasks tagged for Numeracy and Literacy. For example: adding learning tasks that include graphs and interpreting statistics for Numeracy and more close reading questions and vocab knowledge for subject texts for Literacy Regular shared common focus cross-curricular where every subject promotes a skill e.g. vocabulary, punctuation, with a consistent approach across departments following Monday PD session launch.
Targeted PLD on Neurodiverse learners to develop strategies to support teaching and learning	Starts Term 1	SMT, KN, AH	<ul style="list-style-type: none"> Implementation of identified strategies identified for priority learners with individual learning needs - dyslexia, dyspraxia, ADHD, ASD etc Measuring student outcome from applied strategies Increased student self-efficacy
Embedding School-wide Sustained Silent Reading (SSR)	Starts Term 1	SS, Teachers	<ul style="list-style-type: none"> School-wide sustained silent reading across all year levels for 15 minutes per day at the start p2/p3 Increased exploration and engagement by students in a breadth of genre Increased book issues Engaging student and teacher voice around variation of reading material supplied SS Librarian PD Inquiry – supporting boarding to encourage reading

Annual Objective 3: Strengthening our utilisation of Positive Psychology			Annual Target: Refine and implement our Mentoring programme to incorporate resilience, careers and life skills and academic focus
Action	When	Who	Indicators of progress
Integrating Positive Psychology into all student programmes	From Term 1	SMT, KR	<ul style="list-style-type: none"> Strengthen teaching resilience through pastoral programmes delivered through mentoring Positive experience of Hauora – through delivery of core HPE for senior students and mentoring. Launch a Nga Tawa Hauora visual incorporating all aspects of above Visibility of Wellbeing Model schoolwide Use of community external providers to reinforce and contribute to Positive Psychology messages e.g. Attitude, SUPP, Jake Bailey
Continued development of a structured mentoring programme	From Term 1	SMT, KR, SJ, Mentors	<ul style="list-style-type: none"> Consistent delivery - through staff and student voice Continued PD for staff to build capacity and consistency with programme delivery. PD to ensure shared understanding of mentoring goals/strategies Differentiate mentoring programme for each year level to build confidence and equity across the mentoring teams Incorporate Leadership skill development in Years 12-13 Integrate INED and Careers into mentoring programme Student Volunteer Army (SVA) all students enrolled. Service promoted/recorded & celebrated in assemblies
Amplify Restorative Practice	From Term 2	KW, NM	<ul style="list-style-type: none"> Refresher/formal training PD on RP for all staff Ongoing regular PD to support growth and confidence in RP Consistent use of the Connect flowchart
Strengthening House Spirit	From Term 1	SMT, Deans	<ul style="list-style-type: none"> Rejuvenate House Meetings with commonality of purpose All staff contribute to the House culture Integrate service to 4 Houses – house charity and 1 mufti day per year Boarders dining in Houses at Dinner to foster connection across the cohorts (<i>trialled</i>) Term 4 review House culture
Outworking Special Character values and service	From Term 1	SMT, Chaplain Prefects	<ul style="list-style-type: none"> Respect, Integrity, Courage modelled and incorporated into all in assemblies, chapel, boarding etc. Chaplaincy Team – strengthen routes for students to explore spirituality e.g. youth group and support Sacristan Team on individual faith journeys Developing student leaders with a foundation in Christian values and principles (Prefect training, Big Sisters, Yr 13 Camp, Mentoring) Explore with students, the Anglican traditions and heritage within Aotearoa, New Zealand (Chapel, RE, Anglican Hikoi)