



ANNUAL PLAN 2025

Nga Tawa 2025 – 2026 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 2025 Annual Objectives:

1. We strive for an authentic expression of te ao Māori.
2. Strengthening academic outcomes to support success across the curriculum
3. Strengthening Relationships/ Whanaungatanga and growing Leadership capacity.

Annual Objective 1: We strive for an authentic expression of te ao Māori			Annual Target: To continue grow the efficacy 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, EB, NG(WSL)	<ul style="list-style-type: none"> Targeted te reo for staff to increase staff confidence in reo for instruction and relational everyday reo plus pronunciation of names Develop authentic staff pepeha, supported by a consultant or iwi Professional development for staff in wider NZ Aotearoa and local history Practice everyday inclusion of reo Māori school wide e.g. classroom, assemblies, boarding Continue to develop our relationship with Ngā Wairiki Ngāti Apa, whānau and community links incl. te puna visit for year 9, marae visits All Yr 9 students can deliver their pepeha after Te Reo rotation and within Social Studies. Year 9 Rangitikei Hikoi lead by Dr. Mike Paki Term 1 Create phrase booklet from 2024 te reo lessons for all staff 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 Teach karakia and waiata to increase confidence and deliver waiata regularly where appropriate Affirm Kapa Haka as an essential element of te ao Māori within our school Support all students to be confident in their identity and as a Nga Tawa student Respond to suggested actions of ākongā Māori voice Addition of macron on Ngā and saying Tawa with a short a

Annual Objective 2: Strengthening academic outcomes to support success across the curriculum.			Annual Target: To sustain student's competency in Literacy and Numeracy and Level 1 academic success in national assessment
Action	When	Who	Indicators of progress
Continue to support greater outcomes in Numeracy & Literacy from junior school upwards	Starts Term 1	DP Curriculum, HODs, English & Mathematics Departments	<ul style="list-style-type: none"> Additional academic time with increase timetabled lesson allowance for Year 9 and 10 English and Mathematics from 5 x 75 minutes (2023) to 6 x 75 minutes (2024) to 6.5 x 75mins per 10-day cycle to cover basic skills of reading, writing and numeracy requirements for CAAs Targeted support by our Junior specialists KR and MA – Use of ALL PD testing and tracking for learners below curriculum level for literacy and numeracy Use oral literacy testing throughout the year to track progress Divide the Yr 10 cohort into 4 small groups - CAA (in preference to AS despite dual pathway for NCEA Co-requisite extended up to end-2027)

RESPECT

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INTEGRITY

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COURAGE

			<ul style="list-style-type: none"> • 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 • Use targeted literacy resources such as the 'Literacy Essentials' book • Create fluid differentiation and flexible groupings to meet specific learning needs • All departments explicitly teach Numeracy and Literacy skills • Regular whole staff PD to focus on shared common strategies cross-curricular and enabling every subject to promote skills e.g. vocabulary, punctuation, with a consistent approach across departments following Monday PD session launch, shared practice an agenda item in HoD meetings • Embedding School-wide Sustained Silent Reading (SSR) School-wide sustained silent reading across all year levels for 15 minutes per day at the start p2/p3 • Revive regular assembly book review – incl. a Scholars' roster • Formalising enhanced study support with increased Peer to peer support – Scholars run workshops/tutorials in Junior Prep and Senior Boarding
Consolidation of NCEA Level 1 change programme	Starts Term 1	DP Curriculum, HODs	<ul style="list-style-type: none"> • Outwork the Review and Maintenance Programme (RAMP) • Implement changes in 1.3 and 1.4 for Level 1 • Explore the NZ Curriculum refresh in Mathematics and English for implementation for 2026 • Review and outwork changes to any Achievement Standards, Assessment Specifications and Assessment Activities for 2025 • Increase level of Consistency in External Moderation of Level 1 Standards • Maintain 100% Level 1 Achievement
Collaborate as a whole staff to increase staff confidence in the support of priority learners	Starts Term 1	DP Curriculum Director Well-being , AH, TG	<ul style="list-style-type: none"> • Implementation of identified strategies for priority learners with individual learning needs - dyslexia, dyspraxia, ADHD, ASD etc • Termly PD time on specific strategies for individuals and teachers complete a case study on a priority learner they teach for discussion and development of best practice • Measuring student outcome from applied strategies and student voice survey • Increased student self-efficacy • PD on how to deescalate • SENCO direction – rejoin HODs curriculum meetings for regular revision of efficacy of strategies

Annual Objective 3: Strengthening Whanaungatanga			Annual Target: Growing whanaungatanga through events and developing a culture of leadership
Action	When	Who	Indicators of progress
Developing schoolwide student leadership framework within the context of our Special Character	From Term 1	SMT, TG, Chaplain Director of Sport	<p>Intentional development of leadership knowledge and skills founded within Christian values and principles using;</p> <ul style="list-style-type: none"> • Workshops • Camp experiences • Mentoring and Flexitime • Yr 9 – managing self • Yr 10 – inter relational skills • Yr 11 – accountability • Yr 12 & 13 – how to enhance other’s strengths • Pastoral opportunities, big sisters, peer supporters • Sports teams/Humanities groups • Student Volunteer Army (SVA) all students enrolled. Service promoted/recorded & celebrated in assemblies • DOE compulsory Bronze award Year 10 and encouraged Silver and Gold attainment • Utilise <i>Pulse</i> to gather and utilise information to track trends/wellbeing building self-efficacy and personal responsibly.
Whanaungatanga - Building connections		Staff, Academic and Boarding Old Girls, TGPFA, Marketing	<ul style="list-style-type: none"> • PFA host year level gatherings/events to foster parent/whānau connections • Old Girls 5 year post graduation reunion at Nga Tawa to reconnect with our community • Structure Nga Tawa weekend picnic to facilitate sitting in Mentor groups • Uphold our Restorative Practice ethos with consistent use of the ‘Connect’ flowchart • Strengthening House service within our four Houses for their chosen house charity • Structuring house dinners to enable ‘mix & mingle’ over canape first course • Boarders dining in Houses weekly on a Wednesday “<i>Roast Night is House Night</i>” • Strengthening the International student programme to enhance student’s connection/ experience and retention plus grow numbers/enrolment • Chaplaincy Team – strengthen routes for students to explore spirituality e.g. youth group and support Sacristan Team on individual faith journeys and building connections within Anglican church • Using social media effectively to reach wider Nga Tawa community

RESPECT

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