

# 2024 Annual Implementation Plan

References to Regulations in this document refer to the [Education \(School Planning and Reporting\) Regulations 2023](#).

## Summary of the plan...a starting point

2024 is to be a year of stability, strength and consolidation at Taranaki Diocesan School. We have a fantastic school with a strong school spirit and wonderful rangitahi who want to learn in a school where there are no limits to what they can achieve. We have more families wanting to send their daughters here, than we have places available to offer them; we have an exciting international student programme starting again, small class sizes, high quality teachers and a commitment to our Special Character that makes us unique. This year we will work especially towards everyone in our kura having a shared understanding our strategic goals and working to achieve these.


Regulation 9(1)(e)

## How our targets and actions will give effect to Te Tiriti o Waitangi:

Through our staff and students having an increased understanding of Te Tiriti and how this underpins all that we do (both attitudes and actions). This is most specifically (although not exclusively) targeted through Strategic Goal 2 'to grow global citizens who are connected to Te Ao Māori though Te Tiriti o Waitangi'.

Regulation 9(1)(g)

Taranaki Diocesan School for Girls Mission	
	<p><b>Ko Taranaki te maunga Taranaki is my mountain</b></p> <p><b>Ko Patea te awa Patea is my river</b></p> <p><b>Ko Ngati Maru me Ngati Ruanui me Nga Ruahine nga Mana Whenua Ngati Maru, Ngati Ruanui and Nga Ruahine hold the tribal mana</b></p> <p><b>Ko te Kura Pi'opatanga o W'akaa'urangi te marae kura Taranaki Diocesan School for Girls is my school marae</b></p> <p><b>Tihei Mauri Ora!</b></p>

Taranaki Diocesan School for Girls Statements	
<p><b>SPECIAL CHARACTER</b></p> <p>Taranaki Diocesan School for Girls is an Anglican boarding and day school located in Stratford in the heart of Taranaki.</p>	 <p><b>MĀORI AND CULTURAL DIVERSITY</b></p> <p><b>Recognition of Tangata whenua:</b> At Taranaki Diocesan School for Girls, we value Tikanga Māori and Te Reo Māori. Our policies, practices and procedures will reflect the unique place of Māori in Aotearoa-New Zealand. All students will be exposed to Tikanga Māori and have the opportunity to study Te Reo.</p> <p><b>Cultural Diversity:</b> Taranaki Diocesan School for Girls will support all our students to live and relate in a multicultural environment and to take pride in our diverse cultural heritage.</p>

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Strategic Goal 1: We will offer a 21 <sup>st</sup> Century education for 21 <sup>st</sup> century leaders <span style="float: right;">Regulation 9(1)(a)</span>				
<b>Annual Target/Goal:</b> Akonga who are resilient, courageous and successful and who are achieving all that they are capable of, in terms of academic achievement and leadership. Regulation 9(1)(a)				
<b>What do we expect to see by the end of the year?</b> Students who have been taught via a curriculum which is current and relevant to them; ākonga who are empowered by having the learning tailored to their own abilities so that they can see their own progress and have a sense of pride in their own achievement. <span style="float: right;">Regulation 9(1)(d)</span>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
New NCEA Level 1 programmes will be successfully implemented in all subjects. All NCEA subjects will be re-developed with four achievement standards – 2 internally assessed, 2 externally assessed – worth 20 credits in total.	Teachers of NCEA Level 1 subjects Heads of Curriculum Areas Assistant Principal	<ul style="list-style-type: none"> <li>Contact with NCEA Implementation Facilitators (NIFs)</li> <li>Participation in NZQA training days</li> <li>Subject meetings, staff meetings etc are planned for teacher discussion and collaboration</li> <li>Subject associations</li> </ul>	Course booklets out by mid-March; Data analysis Feb 2025 when NCEA results are finalised	<ul style="list-style-type: none"> <li>All course handbooks for students will reflect the new assessments and expectations clearly for students</li> <li>The curriculum will be delivered in a way that is meaningful for students and assessed appropriately for the level</li> <li>Student achievement and endorsements will remain at 2023 levels or above</li> <li>Student voice through evaluations</li> </ul>
All NCEA Level 1 students will be taught courses which include a focus on literacy and numeracy. Teachers will integrate these aspects of learning across all subjects in meaningful and relevant ways.	Teachers of NCEA Level 1 subjects Heads of Curriculum Areas Assistant Principal	<ul style="list-style-type: none"> <li>Contact with NCEA Implementation Facilitators</li> <li>Participation in NZQA training days</li> <li>Subject meetings, staff meetings etc are planned for teacher discussion and collaboration</li> <li>Workshops and Professional Learning</li> </ul>	9 – 20 Sept CAAs final time for 2024; Data analysis by end of the year	<ul style="list-style-type: none"> <li>All Year 11 students will be offered opportunities to sit CAAs (Common Assessments) in Literacy, Numeracy and Mathematics</li> <li>Programmes of work and lessons will reflect the inclusion of literacy and numeracy</li> <li>Student achievement in literacy and numeracy will meet the targets set after the first assessment in May</li> </ul>
Students with special learning needs will be identified and their learning will be catered for.	SENCO Heads of Curriculum Assistant Principal	<ul style="list-style-type: none"> <li>RTLB support</li> <li>Learning Support Co-ordinator</li> <li>Time for SENCO</li> <li>Teacher aides time and PD</li> </ul>	Ongoing as needs arise throughout 2024	<ul style="list-style-type: none"> <li>Students on the Learning Support Register have IEPs which have been shared with all teachers and relevant staff</li> <li>Students have a sense of agency for their own learning and can evaluate the success of their own goals</li> <li>Whanau have been involved in the process and feel that their voice has been heard</li> </ul>
Individualised learning will be extended and new courses created as indicated by student interest and numbers.	Assistant Principal Pathways Co-ordinator	<ul style="list-style-type: none"> <li>Time for Vocational Pathways Co-ordinator role</li> </ul>	End of 2024	<ul style="list-style-type: none"> <li>At least one new subject has been offered and delivered</li> <li>Students have participated in courses at WITT and or 3+2 study opportunities</li> </ul>

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<b>Strategic Goal 2: We will grow global citizens who are connected to Te Ao Māori through Te Tiriti o Waitangi</b>					Regulation 9(1)(a)
<b>Annual Target/Goal:</b> Staff and students will have a shared understanding of Te Tiriti and can show this through their actions					Regulation 9(1)(a)
<b>What do we expect to see by the end of the year?</b> A school family who know our school waiata, who participate in Kapa Haka and who know the tikanga of this place and the protocols which demonstrate our school values; ākonga who are critical thinkers and who understand the past, in order to make sense of the present.					Regulation 9(1)(d)
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>	
Whole school Kapa Haka will take place each week and staff Kapa Haka participation will be extended.	All staff to attend unless have been granted an exemption (e.g. non-attendance at school at that time, health reasons etc). Same expectations for whole school practices	<ul style="list-style-type: none"> <li>Kapa haka tutors</li> <li>Money for koha etc</li> </ul>	All year; 2 mornings per week	<ul style="list-style-type: none"> <li>Staff and students confident to perform at powhiri etc</li> <li>Staff are role models for new and/or reluctant students</li> <li>A sense of belonging and unity that comes from shared understanding</li> </ul>	
Te reo Māori as a subject extended into senior school.	Te reo teacher  Head of Curriculum area  Assistant Principal/SLT	<ul style="list-style-type: none"> <li>Support of community kaiako</li> </ul>	All year	<ul style="list-style-type: none"> <li>Student class numbers</li> <li>Student evaluations</li> <li>Student achievement (appropriate to level and demonstrating progress rather than a statistic measurable in the same way for all)</li> </ul>	
Te Takanga o Te Wā in <i>Te Marautanga o Aotearoa</i> and Aotearoa New Zealand's histories in <i>The New Zealand Curriculum</i> content is embedded in Social Studies and History courses seamlessly.	Subject teachers  Heads of Curriculum  Assistant Principal	<ul style="list-style-type: none"> <li>Budgeting for resources as required</li> </ul>	All year	<ul style="list-style-type: none"> <li>Student achievement data</li> <li>Student evaluations</li> </ul>	
Teachers of all subjects will give effect to Te Tiriti o Waitangi by working to ensure their plans and local curriculum content reflect local tikanga Māori, mātauranga Māori and te ao Māori	All teachers Heads of Curriculum Assistant Principal WSL Kahui Ako	<ul style="list-style-type: none"> <li>Kahui Ako support</li> <li>Budget for local curriculum e.g. Puanga, hangi</li> </ul>	All year esp at times of planning – term 1 and new units	<ul style="list-style-type: none"> <li>Teacher plans</li> <li>Student engagement</li> </ul>	

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<b>Strategic Goal 3: We will cultivate our students' connection with all sectors of their community, encouraging them to actively seek opportunities to serve, lead, collaborate and learn</b> <span style="float: right;">Regulation 9(1)(a)</span>				
<b>Annual Target/Goal:</b> Students will have a sense of belonging and connection with their wider community; their boundaries will be bigger than just the school. <span style="float: right;">Regulation 9(1)(a)</span>				
<b>What do we expect to see by the end of the year?</b> Students who are confident, connected learners who know the value of servant leadership <span style="float: right;">Regulation 9(1)(d)</span>				
Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
<i>Regulation 9(1)(b)</i>	<i>Regulation 9(1)(c)</i>	<i>Regulation 9(1)(c)</i>		<i>Regulation 9(1)(d)</i>
Our school will foster and develop strong links to our local community	Teacher in charge of student council  Kahui Ako Within School Lead  The Principal	<ul style="list-style-type: none"> <li>Initial connections to organisations and individuals e.g Team Hope, women's refuge, local marae, TRC</li> <li>Teacher time for involvement</li> <li>Students having flexibility to miss classes occasionally for community events</li> </ul>	All year	<ul style="list-style-type: none"> <li>Number of student interactions with community events</li> <li>The school being an active member of the Stratford Business Association</li> <li>Participation rates of staff at Kahui Ako events and meetings</li> <li>Provide feedback to the Stratford District Council on its Long Term Plan 2024 - 2034</li> </ul>
Alumni will be invited to participate and share in school events and to speak to current students	Teachers (particularly of Hauora/Futures classes)  The Principal	<ul style="list-style-type: none"> <li>Alumni connections and contacts</li> </ul>	All year	<ul style="list-style-type: none"> <li>Number of Alumni in school</li> <li>Student engagement with this</li> </ul>
The Boarding House will offer activities and programmes that provide opportunities for all boarders to interact together and to build strong relationships.	Matrons  Head of Boarding	<ul style="list-style-type: none"> <li>Budgeting for resources as required</li> </ul>	All year	<ul style="list-style-type: none"> <li>Student participation rates</li> <li>Frequency and variety of activities offered</li> </ul>

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<b>Strategic Goal 4: We will embrace opportunities to challenge, nurture and empower every student at Taranaki Diocesan to embrace our Christian Faith and be confident, resilient and aspirational.</b> <span style="float: right;">Regulation 9(1)(a)</span>				
<b>Annual Target/Goal:</b> Students will have many opportunities to engage with their spiritual selves and also their overall connectedness and wellbeing through Music and Performing Arts <span style="float: right;">Regulation 9(1)(a)</span>				
<b>What do we expect to see by the end of the year?</b> Students who are morally grounded, who are active participants in chapel services, in faith discussions and in the spiritual life of the school; ākonga who have been offered a range of opportunities in Performing Arts and Music <span style="float: right;">Regulation 9(1)(d)</span>				
Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	How will you measure success? <i>Regulation 9(1)(d)</i>
The school will appoint a Sacristan to lead a re-invigorated Chapel Team.	The Chaplain  The Principal and Deputy Principal	<ul style="list-style-type: none"> <li>Extend hours for Chaplaincy</li> </ul>	All year	<ul style="list-style-type: none"> <li>Chapel services</li> <li>Sacristan will grow as a school leader</li> </ul>
Whole school services will be well-attended; chapel services will be varied and engaging.	The Chaplain  The Deputy Principal	<ul style="list-style-type: none"> <li>Time to promote and educate about importance of these</li> </ul>	All year	<ul style="list-style-type: none"> <li>Student engagement</li> </ul>
Form a connection with Holy Trinity Stratford	The Chaplain  The Principal	<ul style="list-style-type: none"> <li>Initial contact and connection with individual</li> <li>Time to meet with members of the church</li> </ul>	All year	<ul style="list-style-type: none"> <li>Student engagement</li> <li>Chapel team to meet with church members</li> </ul>
A range of extra-curricular activities will be offered to students	All teachers Heads of Curriculum Assistant Principal WSL Kahui Ako	<ul style="list-style-type: none"> <li>Kahui Ako support</li> </ul>	All year	<ul style="list-style-type: none"> <li>Applications for student councils</li> <li>Number of sports/ cultural opportunities offered</li> <li>Student engagement</li> <li>Choir will be re-instated</li> <li>Prayer group will be offered</li> </ul>