

2025 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

2025 will be a year of continued growth, understanding and pride in our school. We have a stable and committed staff (both teaching and support staff) and a steady roll despite times of economic hardship. Our community survey at the end of 2024 was positive and indicated that families are happy with the school's direction and progress. Our rangitahi are supported both pastorally and academically to achieve all that they are capable of and to become wise global citizens even though we are a small school in a small country near the bottom of the map. Our focus on our four goals this year (curriculum, attendance, Te Tiriti and Special Character) reflect who we are and are also in line with the government's education priorities. We are excited for a successful year of learning.


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 through Te Tiriti o Waitangi'.

Regulation 9(1)(g)

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

Taranaki Diocesan School for Girls Statements	
<p>SPECIAL CHARACTER</p> <p>Taranaki Diocesan School for Girls is an Anglican boarding and day school located in Stratford in the heart of Taranaki.</p>	 <p>MĀORI AND CULTURAL DIVERSITY</p> <p>Recognition of Tangata whenua: 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>Cultural Diversity: 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 21st Century education for 21st century leaders				Regulation 9(1)(a)
Annual Target/Goal: 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)				
What do we expect to see by the end of the year? 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. 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>
The curriculum will be delivered with consistency and flow both between and across subjects.	Teachers Heads of Curriculum Areas Assistant Principal	<ul style="list-style-type: none"> Time for meetings/ discussions to ensure that, no matter which class or subject our students are in, there are consistent, clear expectations and a balanced programme of work and assessment The use of Microsoft Teams as a common platform for sharing resources Subject associations joined 	Course booklets out by mid-March. Data analysis Feb 2025 when NCEA results are finalised	<ul style="list-style-type: none"> The curriculum will be delivered in a way that is meaningful for students and assessed appropriately for the level Student achievement and endorsements will remain at 2024 levels or above Student voice through evaluations
All 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 Heads of Curriculum Areas Assistant Principal	<ul style="list-style-type: none"> Contact with NCEA Implementation Facilitators Participation in professional development where available Subject meetings, staff meetings etc are planned for teacher discussion and collaboration Workshops and Professional Learning 	Kahui Ako teacher-only day in term 1 Data analysis by end of the year	<ul style="list-style-type: none"> All students will be offered opportunities to sit CAAs (Common Assessments) in Literacy, Numeracy and Mathematics Programmes of work and lessons will reflect the inclusion of literacy and numeracy Student achievement in literacy and numeracy will meet the targets set after the first assessment in May
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"> Time for Vocational Pathways Co-ordinator role Money to extend physical facilities and resources as needed 	End of 2025	<ul style="list-style-type: none"> Students have participated in courses at WITT and or 3+2 study opportunities Agriculture/Horticulture will be developed and extended to meet student demand

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Strategic Goal 2: We will grow global citizens who are connected to Te Ao Māori through Te Tiriti o Waitangi					Regulation 9(1)(a)
Annual Target/Goal: Staff and students will have a shared understanding of Te Tiriti and can show this through their actions					Regulation 9(1)(a)
What do we expect to see by the end of the year? 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; ākongā 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"> Kapa haka tutors Money for koha etc 	All year; 2 mornings per week	<ul style="list-style-type: none"> Staff and students confident to perform at powhiri etc Staff are role models for new and/or reluctant students A sense of belonging and unity that comes from shared understanding Unit standards for Māori Performing Arts will be offered and students will achieve these 	
Te reo Māori and te o Haka will be developed as a subject extended into senior school.	Te reo teacher Head of Curriculum area Assistant Principal/SLT	<ul style="list-style-type: none"> Support of community kaiako 	All year	<ul style="list-style-type: none"> Student class numbers Student evaluations Student achievement (appropriate to level and demonstrating progress rather than a statistic measurable in the same way for all) 	
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"> Kahui Ako support Budget for local curriculum e.g. Puanga, hangi 	All year esp at times of planning – term 1 and new units	<ul style="list-style-type: none"> Teacher plans Student engagement 	

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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 plan. <i>Regulation 9(1)(a)</i>				
Annual Target/Goal: Students will have a sense of belonging and connection with their community and they will know that this begins with school and with being present. <i>Regulation 9(1)(a)</i>				
What do we expect to see by the end of the year? An increase in the number of students attending regularly: 70% attending regularly (attending 90% or more); less than 10% chronically absent (attending 70% or less). <i>Regulation 9(1)(d)</i>				
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>
Create an improved and clear process for information-sharing, checking and following up student absences	Deputy Principal	<ul style="list-style-type: none"> Clear transparent processes re student attendance for all staff (e.g. scenarios in staff meeting; regular discussion with deans about specific student attendance) 	Established term 1 and followed consistently all year	<ul style="list-style-type: none"> Clear tracking on KAMAR (use new attendance coding) of absences and reasons Deans and Head of Houses have a clear understanding of their roles and responsibilities with regards to attendances
Educating students and community about the importance of attendance; increased contact with home	House teachers, deans, chaplain, office staff and Head of Pastoral Care	<ul style="list-style-type: none"> Data and information/research <ul style="list-style-type: none"> Government priority Research from Aotearoa Statistics from our school 	Term 1 All year Term 3	<ul style="list-style-type: none"> Information/ research about attendance shared with students in assembly Information for whānau shared in school newsletter Contact with home about individual students as part of a clear process so that no student 'slips through' unnoticed.
Work with outside agencies to support akonga with chronic absence and/or those of concern	Deputy Principal, Chaplain and deans	<ul style="list-style-type: none"> Attendance officer contacts Public Health nurse Tutaki Counselling support for students 	Term 1 All year	<ul style="list-style-type: none"> Establish contact/ meet with agencies as appropriate Check in with Boarding House so they we have a holistic approach to absences/support systems
We will foster, develop and strengthen links to our local community through service and engagement	Teacher in charge of Student Council, Kahui Ako Within School Lead and Principal.	<ul style="list-style-type: none"> Connections and relationships with individuals and organisations, e.g. Team Hope, local marae, Women's Refuge, Salvation Army. Teacher time 	All year	<ul style="list-style-type: none"> Number of student interactions Membership participation of Stratford Business Association Participation rates of staff at Kahui Ako events

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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. Regulation 9(1)(a)				
Annual Target/Goal: Students will have many opportunities to engage with their spiritual selves and also their overall connectedness and wellbeing through Music and Performing Arts Regulation 9(1)(a)				
What do we expect to see by the end of the year? 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 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>
Develop and nurture the role of Sacristan	The Chaplain	<ul style="list-style-type: none"> Time to meet 	All year	<ul style="list-style-type: none"> Chapel services Sacristan will grow as a school leader
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"> Time to promote and educate about importance of these Regular chapel team meetings to plan 	All year	<ul style="list-style-type: none"> One service per term will be student-led Student engagement surveys and feedback
Form strong connections with the community especially with Te Whare Hononga	The Chaplain The Principal	<ul style="list-style-type: none"> Times and contacts Co-ordination with whole school to ensure holistic vision for the year 	All year	<ul style="list-style-type: none"> Parihaka Day One project under Anglican Mission
A range of extra-curricular activities will be offered to students	All teachers Heads of Curriculum Assistant Principal	<ul style="list-style-type: none"> Kahui Ako support Lunchtime planning to minimise events clashing 	All year	<ul style="list-style-type: none"> Student council-led activities Number of sports/ cultural opportunities offered Choir/itinerant music lessons will be re-convened Student attendance at prayer group