

2026 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

2026 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 of a little over one hundred students. Our community survey at the end of 2025 was positive and indicated that families are happy with the school's direction and progress and we have taken into account, the suggestions made by our community. The wider strategic plan for Taranaki Dio will be fully reviewed and new goals set for 2027. 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 will be on our three goals this year (curriculum, special character and attendance).** These 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 manawa nui</i></p> <p>COURAGEOUS <i>He wahine mana nui</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: Curriculum We will offer a 21st Century education for 21st century leaders (and also including the Government's Educational Priority of raising achievement) Regulation 9(1)(a)				
Annual Target/Goal: <ul style="list-style-type: none"> We want a curriculum that allows akonga to be resilient, courageous and successful by achieving all that they are capable of, in terms of academic achievement and leadership. We will raise the achievement of akonga in Literacy and numeracy using 21st century pedagogy. In 2025 90.9% of akonga passed Literacy and 69.7% passed Numeracy. In 2026 we would like to see the number of students achieving Literacy increase to 95% and Numeracy increase to 80%. Regulation 9(1)(a) 				
What do we expect to see by the end of the year? <ul style="list-style-type: none"> 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 Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe	How will you measure success? Regulation 9(1)(d)
Continue providing opportunities for staff professional development.	Teachers Heads of Curriculum Areas Assistant Principal Acting 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 Professional development facilitated by Curriculum Leaders in Learning Areas. Professional learning on teaching structured literacy Curriculum Teacher only days Cross curricular tools designed for use across curriculum areas Practicing tools for students to use such as Estudee, Education perfect Digital platforms to share materials and pedagogy Writing Frames, co- constructed Literacy tools 	Course booklets out by mid-March; Data analysis Feb 2026 when NCEA results are finalised	<ul style="list-style-type: none"> Student achievement and endorsements will remain at 2025 levels or above Teaching programmes across all subjects show explicit integration of literacy and numeracy strategies (e.g., subject-specific vocabulary, writing, and use of data). Classroom observations and department reviews show consistent use of agreed teaching approaches that support 21st century learning (collaboration, critical thinking, and use of digital tools). Student achievement data demonstrates improvement in literacy and numeracy outcomes, with the majority of students achieving at or above expected levels. Student voice indicates increased confidence in literacy and numeracy skills and greater engagement in learning.
Deliver courses which include a focus on literacy and numeracy.	Teachers Heads of Curriculum Areas Assistant Principal	<ul style="list-style-type: none"> Contact with NCEA Implementation Facilitators for literacy and Numeracy guidance Participation in Literacy and Numeracy professional development where available in subject associations and through the Ministry of Education. Individualised Literacy and Numeracy Learning programmes will be implemented to extend and strengthen students at different levels Subject meetings, staff meetings etc are planned for teacher discussion and collaboration on literacy and numeracy progression of students Workshops and Professional Learning on the effective use of Estudee Focus on Literacy and Numeracy skills consolidation using tools like Education perfect and Maths Buddy 	teacher-only day in term 1 Data analysis by end of the year	<ul style="list-style-type: none"> All students (Year 9-13) who are ready will be offered opportunities to sit CAAs (Common Assessments) in Literacy, Numeracy. Programmes of work and lessons will reflect the inclusion of literacy and numeracy Student achievement in literacy and numeracy will meet the targets set above by September with the first opportunity in for assessment in May Student achievement data demonstrates measurable improvement in literacy and numeracy skills. Programmes and lesson observations show consistent and explicit integration of literacy and numeracy strategies across subjects.

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		<ul style="list-style-type: none"> • Estudee learning tool available to all students 		<ul style="list-style-type: none"> • Student voice indicates increased confidence in literacy and numeracy skills and improved ability to apply these skills across subjects. • Teachers' use of targeted strategies (e.g., structured writing, vocabulary development, numeracy in context) is evident through walkthroughs, and curriculum reports. • Digital tools (e.g., Education Perfect, Estudee) show increased student engagement and progress through usage data and achievement tracking.
Continue delivering the new curriculum using 21 st century pedagogy.	Assistant Principal SLT All teachers	<ul style="list-style-type: none"> • Time for Professional Development • Easy access to draft new curriculum • The use of Microsoft Teams as a common platform for sharing resources that are useful to the delivery of a 21st century curriculum • Staff to attend Subject associations facilitated PD and make use of resources provided for Practice assessments like Derived Grades Exams • 21st century Teaching and learning pedagogy PD from external providers will be made available to staff • Differentiated learning programmes that are tailored to develop 21st century skills. • Culturally responsive pedagogy workshops • Professional development on Māori and Pasifika contexts (Local curriculum) • Data informed pedagogy learning and development 	Ongoing in 2026	<ul style="list-style-type: none"> • Students are well-prepared for new curriculum and have confidence in their teachers • Student learning is consistent and in-line with what is being taught nationwide • Through classroom observations where explicit teaching, collaborative learning and scaffolding skills are used. • Teacher planning documents show inquiry and alignment with the new curriculum. • Evidence of student centred, culturally responsive pedagogy seen in classroom walkthroughs • Student achievement data showing improvement in CAAs and NCEA achievement rates • Higher student engagement and motivation • Technology tools are used to enhance learning

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Strategic Goals 2, 3 and 4: Special character

We will grow global citizens who are connected to Te Ao Māori through Te Tiriti o Waitangi, who are connected to their local community and who embrace opportunities to explore their Christian faith

Regulation 9(1)(a)

Annual Target/Goal:

We will increase staff participation in kapa haka to 90% and ensure all teaching staff engage in tikanga Māori professional learning. At least 80% of students will demonstrate understanding of Te Tiriti o Waitangi through structured programmes. Chapel services and 2 Church services will be delivered each term to support relevant and meaningful spiritual growth for our ākonga and attendance will increase to 90%.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

We expect to see strong staff engagement in kapa haka, with at least 90% participation, and all teaching staff actively involved in tikanga Māori professional learning. Students will be able to demonstrate a clear understanding of Te Tiriti o Waitangi through their learning and actions. Across the school, chapel services will reflect relevant and meaningful spiritual themes that support student faith development and student attendance to school Sunday Service will increase.

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>
<p>Te Ao Māori and Te Tiriti</p> <p>Whole school Kapa Haka will take place each week and staff Kapa Haka participation will be extended.</p> <p>Teachers of all subjects will give effect to Te Tiriti in their curriculum delivery and participation in schoolwide events.</p>	<ul style="list-style-type: none"> All staff Heads of Curriculum Assistant Principal Teacher with responsibility for cultural connections/development <p>All staff to attend Kapa Haka unless they have been granted an exemption (e.g. non-attendance at school at that time, health reasons etc). Same expectations for whole school practices.</p>	<ul style="list-style-type: none"> Money for koha etc Budget for local curriculum e.g. Puanga, hangi, marae visits Access to a kapa haka tutor or cultural expert Time allocated for regular staff practices and professional development. Engagement with Te Kāhui Whetū External facilitators will be important to build staff confidence and capability in tikanga Māori. high-quality teaching resources and programmes including localised curriculum content partnership with local iwi culturally responsive teaching materials Time for planning, collaboration, and assessment tools for gathering student voice and evidence of learning 	<p>All year; 2 mornings per week for Kapa Haka</p> <p>Ongoing for all courses/curriculum areas</p>	<ul style="list-style-type: none"> Students will have an understanding of Te Tiriti and their place in Aotearoa. Staff participation records, showing at least 90% attendance in kapa haka and 100% engagement in tikanga Māori professional learning Professional learning evidence, such as staff reflections, appraisal conversations, and observed integration of tikanga Māori in teaching practice Student achievement data, including assessments, work samples, and student voice, demonstrating that at least 80% of students understand key concepts of Te Tiriti o Waitangi Classroom and school-wide practice, where tikanga Māori and Te Tiriti principles are visibly embedded in programmes, interactions, and the wider school culture
<p>Community connections</p> <p>Staff and students build and develop connections with our Taranaki community</p>	<ul style="list-style-type: none"> Teachers responsible for student councils Deputy Principal (with oversight of councils) Principal 	<ul style="list-style-type: none"> strengthen church connections by having church services at Holy Trinity Stratford Time and support to build and maintain these relationships. Strong relationships with local iwi- Ngaruahine and Ngati Ruanui Strong local relationship with our school marae- Whakaahurangi Marae in Stratford. school identity in our school waiata who our iwi (Ngaruahine and Ngāti Ruanui) and Hapu (Araukuuku). Transport to and from the Marae 	<p>All year</p>	<ul style="list-style-type: none"> Student engagement with local events and organisation e.g. rest homes, local primary schools school membership of Stratford Business Association and attendance at events Two school Open Days held and promoted clear expectations for councils Regular engagement with the Taranaki community Increased student participation in community-based learning. Evidence of localised curriculum integration,

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		<ul style="list-style-type: none"> • Access to local experts, kaumātua, and community speakers from the Marae (Herewini Noble) • Teacher time for planning and collaboration to integrate localised curriculum content • Access to resources about Taranaki history, places, and stories. • Participation in community events (She moves, Puanga, Winterfest) 		<ul style="list-style-type: none"> • Positive student voice • Visible relationships in action
<p>Special character</p> <p>Christian growth will be nurtured through chapel services (both in and out of school hours), Special character House time and through community connections</p>	<ul style="list-style-type: none"> • visiting chaplains • Sacristan • Acting Principal (Pastoral) • Bishop Philip Richardson 	<ul style="list-style-type: none"> • Time for planning • community and church connections • access to community Church • Visiting Chaplains • St Marys Day Chapel service invitation to Bishop Philip • Founders Day service Open to community • Carol service or the school community 	All year	<ul style="list-style-type: none"> • student participation in chapel services • all Year 10 students will have visited Te Whare Hononga • student attendance at Founders' Day and Holy Trinity church services • 90% student attendance to Sunday Church services

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Government Education Priority: Attendance

We will lift our attendance rates and increase student absences by 5% this year from 63% to 68%.

Regulation 9(1)(a)

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. We will lift our regular attendance which was 63% in Term 2 2025 – 68% in Term 2 2027 and reduce worrying irregular from 27% in 2025 to 24% in 2027. **(Annual attendance Plan)** Regulation 9(1)(a)

What do we expect to see by the end of the year?

By the end of the year, we expect to see a noticeable improvement in student attendance patterns, with chronic absenteeism reduced to below 23% and fewer unexplained absences evident in attendance data. More students will be consistently present, engaged, and participating in their learning. This will be supported by improved student wellbeing and engagement, reflected in classroom participation and student voice, alongside stronger connections between the school and its wider whānau/community.

Regulation 9(1)(d)

Actions	Who is Responsible	Resources Required	Timeframe	How will you measure success?
Regulation 9(1)(b)	Regulation 9(1)(c)	Regulation 9(1)(c)		Regulation 9(1)(d)
Create an improved and clear process for information-sharing, checking and following up student absences	Deputy Principal Deans Form Teachers Sch Attendance Officer Parents Students	<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) • KAMAR (SMS) • KAMAR tracking trends and generating reports • Time for staff to check and record daily attendance • Staff to follow up absences • Access to email database to email, text, alert • Pastoral care system that has strong relationships with whanau, students and teachers 	Established term 1 and followed consistently all year	<ul style="list-style-type: none"> • Clear tracking on KAMAR (use of accurate attendance coding) of absences and reasons • Deans and Head of Houses have a clear understanding of their roles and responsibilities with regards to attendances • Consistent and timely recording of attendance data will be achieved by staff following the provided process by Deputy Principal • All absences will be followed up • Accuracy of attendance records will improve • Whanau will be informed through email and phone calls • Feedback from staff will show growing confidence. • Responses will be made on KAMAR
Improve regular communication with school families	Principal and Admin staff Deans Form Teachers Sch Attendance Officer Parents Students	<ul style="list-style-type: none"> • Time and implementing a new school app for parents to access information on their phones • Consistency in contacting parents and following up on absences • Notifying parents when student reaches each milestone using email • Active social media platforms that are updated regularly • guidelines or protocols to ensure messages are timely, • culturally responsive systems of communication with whanau • professional learning for teachers to practice inclusivity • accurate family contact systems and tools • face to face engagement with whanau • community events targeted at improving attendance • funding 	Term 1 and then ongoing	<ul style="list-style-type: none"> • feedback from families at the end of the year • new app is used regularly and for a variety of purpose e.g. notices. daily events; reminders

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<p>Educating students and community about the importance of attendance; increased contact with home</p>	<p>House teachers, deans, chaplain, office staff and Head of Pastoral Care</p>	<ul style="list-style-type: none"> • Data and information/research • Government priority • Research from Aotearoa • Statistics from our school • Readings of the benefits of attendance • Individualised Attendance plans for identified at risk students • Family meetings • Assembly informative activities 	<p>Term 1 All year Term 3</p>	<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. • Student attendance feedback to parents added on reports • Irregular attendance percentage going up • Feedback from students showing engagement with school
<p>Work with outside agencies to support akonga with chronic absence and/or those of concern</p>	<p>Deputy Principal, Chaplain and deans</p>	<ul style="list-style-type: none"> • Attendance officer contacts • Public Health nurse • Tutaki • Counselling support for students 	<p>Term 1 All year</p>	<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 • Students accessing outside agencies for support