



ANNUAL PLAN 2026

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 2026 Annual Objectives:

1. We strive for an authentic expression of te ao Māori
2. Sustain high academic outcomes across all year levels
3. Students feel good and function well

Annual Objective 1:

We strive for an authentic expression of te ao Māori

Annual Target:

To continue to grow the efficacy of staff and students of tikanga to support the understanding and authentic expression of te ao Māori

Action	When	Who	Indicators of progress
Strengthen an understanding and appreciation of tikanga Māori	From Term 1	Academic staff, BR, NG	<ul style="list-style-type: none"> Professional development for staff in local history 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 including te puna visit for year 9, marae visits, noho marae (BR) Create phrase booklet for te reo lessons for all staff (BR) Confidently deliver a Karakia to start all staff and student meetings on a Monday morning and the end of Friday's school day 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 Implement a Global and Cultural Engagement Prefect role Learn a school haka Students are encouraged to learn their pepeha

Annual Objective 2: Sustain high academic outcomes across all year levels.

Annual Target: Implement new junior curriculum supporting success and sustaining student competency in Literacy and Numeracy.

Action	When	Who	Indicators of progress
Implement new junior curriculum at Years 9 and 10	From Term 1	DP Curriculum, HODs, Academic Staff	<ul style="list-style-type: none"> Targeted support by our Junior Literacy and Numeracy specialists Unit plans created and consistent with new junior curriculum, reviewed termly by HODs Targeted professional learning for staff Trial of new junior testing platforms for Literacy and Numeracy Lesson observations to focus on new junior curriculum, if applicable All departments explicitly teach Numeracy and Literacy skills Revitalise School-wide Sustained Silent Reading (SSR) across all year levels Implement book badge initiative Scholar desk support in junior prep to run subject specific mini lessons

Ensure priority learners are identified, and a supportive plan is created and implemented for academic success	From Term 1	DP Curriculum, Director of Wellbeing, AH, TG	<ul style="list-style-type: none"> • Identification of priority learners within a structured format • Create a collaborative plan (to include whānau, boarding, pastoral, academic, outside agencies etc.) to meet the needs of priority learners • Review implementation of identified strategies for priority learners with individual learning needs - dyslexia, dyspraxia, ADHD, ASD, etc. • Create a process for SAC application, administration and communication with whānau
Prioritise regular attendance (90%)	From Term 1	Director of Wellbeing, Deans	<ul style="list-style-type: none"> • Ensure the attendance process is communicated to the community using the STAR framework • Achieve 80% regular attendance • Recognise and reward regular attendance

Annual Objective 3: Students feel good and function well

Annual Target: To develop a measurable and appropriate mentoring programme across Years 9-13. And pilot an ecological wrap-around model

Action	When	Who	Indicators of progress
Create a differentiated mentoring programme that supports student efficacy, community responsibility and the special character of our school	From Term 1	Director of Wellbeing, School Counsellor , Chaplain, Director of Sport, SJ, Deans and Mentors	<ul style="list-style-type: none"> • Establish a team of staff to critically look at the existing programme and review and modify, as appropriate. • Identify key components of a mentoring programme to include leadership framework, successful transition, managing self, inter-relational skills, building resilience, empathy, gratitude, mindfulness • Participation in Student Volunteer Army (SVA) and DOE compulsory Bronze in Year 10 and encouraged silver and gold attainment in Years 11-13 • Student participation as mentors, and in service opportunities within school and the wider community
Establishing a Student Support Hub/Hive (“the Hub” or “the Hive”) to unify pastoral, boarding, and academic support into one coordinated, evidence informed service, an ecological Wrap-Around model.	Term 1	Director of Wellbeing , KN, AH, JP	<ul style="list-style-type: none"> • establishing an implementation plan for the Term 1 pilot • co-creating PD to introduce the model and what implementation will look like in practice • developing the resources, templates and documentation that support an in-house model • working with the identified Y9/10 students already prioritised for the pilot and applying the agreed plans to their support • shaping what a future SENCO role and SAC responsibilities might look like, with a clearer picture emerging towards the end of term as we see what the programme requires. • providing brief weekly progress updates to Director of Wellbeing and Principal

As described in Draft proposal

Kate Nitschke 11/11/2025

RESPECT

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INTEGRITY

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COURAGE