

# ANNUAL REPORT 2024

Annual Plan Variance  
Statement of Compliance 2024

(Audited Financial Accounts not yet completed)



# ANNUAL PLAN 2024 - TERM 4 VARIANCE

## Nga Tawa 2024 – 2025 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 2024 Annual Objectives:

1. We strive for an authentic expression of te ao Māori.
2. Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum
3. Implement a school wide strategy for Wellbeing which is grounded in our Special Character and Positive Psychology

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| Annual Objective 1:<br>We strive for an authentic expression of te ao Māori   |                  |                                   | Annual Target:<br>To grow the capability of staff and students of te reo Māori and tikanga to support the understanding and authentic expression of te ao Māori                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Variance:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Action                                                                        | When             | Who                               | Indicators of progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Strengthen tikanga and reo Māori to express te ao Māori                       | From Term 1      | Academic staff, External provider | <ul style="list-style-type: none"> <li>Targeted te reo for teaching staff to increase staff capacity and confidence in reo by inclusion in school everyday contexts and by continuing to offer annual courses for staff with instructional and relational everyday reo</li> <li>All staff can deliver their pepeha</li> <li>Increase everyday inclusion of reo Māori school wide e.g. classroom, assemblies, boarding</li> <li>Increase visual celebration of reo and ākonga Māori</li> <li>We continue to develop our relationship with Ngā Wairiki Ngāti Apa, whānau and community links incl. marae visits</li> <li>Create lanyards for all staff with school grace, waiata, karakia and phrases help card</li> <li>Karakia – to start all staff and student meetings, and start of Pd 1 and end of Pd 5 lessons</li> <li>Grace karakia in classes before lunch</li> <li>Waiata - Explicitly teach and drill students in Karakia and Waiata to increase confidence and deliver Waiata regularly where appropriate</li> <li>Growing numbers of ākonga in Te reo Māori lessons from Yr 9 to Yr 12</li> <li>All Yr 9 students can deliver their pepeha after Te Reo rotation and within Social Studies.</li> <li>Support Māori and Pasifika students to be confident in their identity and as a Nga Tawa student</li> <li>Addition of macron on Ngā and saying Tawa with a short a</li> </ul> | <p>Te reo lessons for instructional and conversational contexts completed in T2 &amp; 3. Handout of phrases shared.</p> <p>Displays of staff pepeha</p> <p>Increased use of karakia beginning class, staff meeting</p> <p>Increased numbers of ākonga in Te reo Māori lessons from Yr 9 to Yr 12 and compulsory in Yr 9. Level 1 and 2 NCEA success</p> <p>Will be Yr 13 L3 students in 2025 and wanting to try scholarship</p> <p>Students delivering pepeha in Term 1 and at other times e.g. at Tournament of Minds assembly</p> <p>Ākonga Māori voice has been gathered and will be acting on in 2025.</p> |
| Increased inclusion of<br>• <i>Place based learning</i><br>• Mātauranga Māori | Beginning Term 1 | SMT & HODs, Academic staff, HOD   | <ul style="list-style-type: none"> <li>Use of NZQA and MOE Curriculum refresh resources and learnings for inclusion of Mātauranga Māori in unit of learnings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mātauranga Māori inclusion across learning areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>Aotearoa New Zealand's Histories Curriculum into teaching and learning</li> </ul>               | Social Sciences NG | <ul style="list-style-type: none"> <li>Authentic placed based learning in context with programmes of learning (2024)</li> <li>Tangata whenuatanga place based learning supported by Ngā Wairiki Ngāti Apa translated into units of learning so that the Rangitikei identity is reflected in place-based learning content and connections in curriculum documents and units of learning. (2023)</li> <li>Year 9 Rangitikei Hikoi lead by Dr. Mike Paki OR Ngā Wairiki Ngāti Apa Term 1</li> <li>Building and sustaining whanaungatanga with ākonga and whānau</li> <li>Incorporation of Aotearoa New Zealand's Histories Curriculum into Social Science units of learning</li> </ul> | <p>Aotearoa NZ's Histories Curriculum fully implemented</p> <p>Yr 9 Rangitikei Hikoi lead by Dr. Mike Paki also included visit to Te Runanga O Ngā Wairiki Ngāti Apa</p> <p>Marae visit with Mike for Visual Artists</p> <p>Puanga lessons developed and taught during Matariki</p> |
| Developing Kapa Haka as an essential element of te ao Māori within our school                                                          | Beginning Term 1   | <ul style="list-style-type: none"> <li>Increase Manaakitanga with Kapa Haka tautoko</li> <li>Ground our kapa haka in the Rangitikei with support from Ngā Wairiki Ngāti Apa</li> <li>Authentic and regular participation in school events</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Increased repertoire of waiata, using poi</p> <p>Increased number of occasions where Kapa haka are leading in welcome incl. open days</p> <p>Growing Tikang/te ao Māori of rōpū ; using harakeke, making Kākahu knowledge of rongoā</p> <p><b>Variance:</b></p>                  |
| <b>Annual Objective 2: Strengthening Numeracy and Literacy outcomes in the Junior School to support success across the curriculum.</b> |                    | <b>Annual Target:</b> To increase junior student's competency in Literacy and Numeracy given the range of abilities in new entrants and the need for success in the Common Assessment Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                     |
|                                                                                                                                        |                    | <b>Indicators of progress</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |
| Increase timetabled lesson allowance for Year 9 and 10 English and Mathematics to support greater outcomes in Numeracy & Literacy      | Starts Term 1      | SMT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Increased time welcomed and utilised by English and Mathematics teachers.</p> <p>In 2025 we can increase slightly to 6.5 x 75mins per 10-day cycle</p> <p>Target exceeded CAA attainment 97% reading and writing 87% Mathematics– see report Director of Curriculum</p>          |

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| Establish small classes for Year 9 English and Mathematics                                   | Starts Term 1 | SMT, AM, TQ  | <ul style="list-style-type: none"> <li>• Divide the Yr 9 cohort into 4 small groups</li> <li>• Higher teacher : student ratio</li> <li>• 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</li> <li>• Create fluid differentiation and flexible groupings to meet specific learning needs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | These small classes were beneficial particularly for students below curriculum level.<br><br>KR completed year of ALL PD, sharing with English Dept. ALL techniques applied and used to inform 2025 planning |
| All departments explicitly teach Numeracy and Literacy skills                                | Starts Term 1 | HODs, Depts  | <ul style="list-style-type: none"> <li>• Each department implements subject domain specific advice by following the MOE Numeracy and Literacy Pedagogical Guides published within NCEA Numeracy and Literacy Planning Resources for each subject domain<br/><a href="https://ncea.education.govt.nz/numeracy-planning-resources">https://ncea.education.govt.nz/numeracy-planning-resources</a><br/><a href="https://ncea.education.govt.nz/literacy-planning-resources">https://ncea.education.govt.nz/literacy-planning-resources</a></li> <li>• Each department outlines or adds specific tasks tagged for Numeracy and Literacy. For example: adding learning tasks that include graphs and interpreting statistics for Numeracy and more close reading questions and vocab knowledge for subject texts for Literacy</li> <li>• Regular shared common focus cross-curricular where every subject promotes a skill e.g. vocabulary, punctuation, with a consistent approach across departments following Monday PD session launch.</li> </ul> | Completed as a priority for all Depts in 2024.<br><br>Aligned with NCEA change programme<br><br><br>Cross curricular focus implemented will continue to sustain as common practice in 2025                   |
| Targeted PLD on Neurodiverse learners to develop strategies to support teaching and learning | Starts Term 1 | SMT, KN, AH  | <ul style="list-style-type: none"> <li>• Implementation of identified strategies identified for priority learners with individual learning needs - dyslexia, dyspraxia, ADHD, ASD etc</li> <li>• Measuring student outcome from applied strategies</li> <li>• Increased student self-efficacy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | PD for staff completed.<br>Still want to revisit this in 2025                                                                                                                                                |
| Embedding School-wide Sustained Silent Reading (SSR)                                         | Starts Term 1 | SS, Teachers | <ul style="list-style-type: none"> <li>• School-wide sustained silent reading across all year levels for 15 minutes per day at the start p2/p3</li> <li>• Increased exploration and engagement by students in a breadth of genre</li> <li>• Increased book issues</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Completed daily all year.<br>Reading books in boarding regularly updated.<br>Flagged as a popular initiative that will continue in 2025.                                                                     |

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|                                                                                 |             |                      | <ul style="list-style-type: none"> <li>Engaging student and teacher voice around variation of reading material supplied</li> <li>SS Librarian PD Inquiry – supporting boarding to encourage reading</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | Librarian also used to listen to students read out loud during SSR                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Annual Objective 3: Strengthening our utilisation of Positive Psychology</b> |             |                      | <b>Annual Target:</b> Refine and implement our Mentoring programme to incorporate resilience, careers and life skills and academic focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Variance:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Action</b>                                                                   | <b>When</b> | <b>Who</b>           | <b>Indicators of progress</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Integrating Positive Psychology into all student programmes                     | From Term 1 | SMT, KR              | <ul style="list-style-type: none"> <li>Strengthen teaching resilience through pastoral programmes delivered through mentoring</li> <li>Positive experience of Hauora – through delivery of core HPE for senior students and mentoring.</li> <li>Launch a Nga Tawa Hauora visual incorporating all aspects of above</li> <li>Visibility of Wellbeing Model schoolwide</li> <li>Use of community external providers to reinforce and contribute to Positive Psychology messages e.g. Attitude, SUPP, Jake Bailey</li> </ul>                                                                                                                                | <p>The school wellbeing model was successfully launched and visible throughout school and in school publications</p> <p>Reinforced within mentoring.</p> <p>Had Jake Bailey present around resilience, John Parsons around internet safety.</p>                                                                                                                                                                                                                                                                          |
| Continued development of a structured mentoring programme                       | From Term 1 | SMT, KR, SJ, Mentors | <ul style="list-style-type: none"> <li>Consistent delivery - through staff and student voice</li> <li>Continued PD for staff to build capacity and consistency with programme delivery.</li> <li>PD to ensure shared understanding of mentoring goals/strategies</li> <li>Differentiate mentoring programme for each year level to build confidence and equity across the mentoring teams</li> <li>Incorporate Leadership skill development in Years 12-13</li> <li>Integrate INED and Careers into mentoring programme</li> <li>Student Volunteer Army (SVA) all students enrolled. Service promoted/recorded &amp; celebrated in assemblies</li> </ul> | <p>A differentiated mentoring plan was successfully developed and delivered through mentoring, this incorporated the previous In Ed programme alongside teaching strategies to support wellbeing and academic focus. Teacher and student feedback sought to help review and continue to develop the programme. SVA was promoted in mentoring. Leadership skills were taught through Big Sister and Leadership Opportunities; however, this is something to bring to forefront next year and more deliberately teach,</p> |

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|                                                 |             |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | scaffold and develop starting in Year 9                                                                                                                                                                                                                        |
| Amplify Restorative Practice                    | From Term 2 | KW, NM                 | <ul style="list-style-type: none"><li>● Refresher/formal training PD on RP for all staff</li><li>● Ongoing regular PD to support growth and confidence in RP</li><li>● Consistent use of the Connect flowchart</li></ul>                                                                                                                                                                                                                                                                                                                                                                           | Staff training was done within Teacher PD throughout Term One and Two. Restorative conversation templates developed to support staff with the implementation and use of restorative conversations. Staff by-in is variable and this could be an ongoing focus. |
| Strengthening House Spirit                      | From Term 1 | SMT, Deans             | <ul style="list-style-type: none"><li>● Rejuvenate House Meetings with commonality of purpose</li><li>● All staff contribute to the House culture</li><li>● Integrate service to 4 Houses – house charity and 1 mufti day per year</li><li>● Boarders dining in Houses at Dinner to foster connection across the cohorts</li><li>● Term 4 review House culture</li></ul>                                                                                                                                                                                                                           | Boarders house dinner seating was introduced in Term One, and not supported by the students who strongly voiced they prefer cohort seating, it reverted back to this in Term one.                                                                              |
| Outworking Special Character values and service | From Term 1 | SMT, Chaplain Prefects | <ul style="list-style-type: none"><li>● Respect, Integrity, Courage modelled and incorporated into all in assemblies, chapel, boarding etc.</li><li>● Chaplaincy Team – strengthen routes for students to explore spirituality e.g. youth group and support Sacristan Team on individual faith journeys</li><li>● Developing student leaders with a foundation in Christian values and principles (Prefect training, Big Sisters, Yr 13 Camp, Mentoring)</li><li>● Explore with students, the Anglican traditions and heritage within Aotearoa, New Zealand (Chapel, RE, Anglican Hikoi)</li></ul> | See attached outcomes                                                                                                                                                                                                                                          |

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# **Nga Tawa Diocesan School**

## **Kiwisport Statement**

As at 31 December 2024

Kiwisport is a Government funding initiative to support students' participation in and accessibility to organised sport. In 2024, the school received \$4,465 (excluding GST). The funding was spent on funding a sport co-ordinator to assist in the co-ordination of all sport.

# **Nga Tawa Diocesan School**

## **Statement of Compliance with Employment Policy**

As at 31 December 2024

For the year ended 31st December 2024 the Nga Tawa Diocesan School Board of Trustees:

- Has developed and implemented personnel policies, within policy and procedural frameworks to ensure the fair and proper treatment of employees in all aspects of their employment
- Has reviewed its compliance against both its personnel policy and procedures and can report that it meets all requirements and identified best practice.
- Is a good employer and complies with the conditions contained in the employment contracts of all staff employed by the Board.
- Ensures all employees and applicants for employment are treated according to their skills, qualifications and abilities, without bias or discrimination.
- Meets all Equal Employment Opportunities requirements.