

# 2024 Annual Plan with NELPS

## Tauranga Girls' College

[ERO Te Ara Huarau Profile Report](#)

[NELPS \(National Education & Learning Priorities\)](#)

|                                    |   |  |   |
|------------------------------------|---|--|---|
| <p><b>Vision</b></p>               | <p align="center"><b>Tauranga Girls' College Strategic Plan 2023 - 2025</b></p> <p align="center"><i>Empowering learners to make a positive impact</i></p>  |  |   |
| <p><b>Intent</b></p>               | <p align="center"><b>Learner centred</b></p>  | <p align="center"><b>Commitment to Te Tiriti o Waitangi</b></p>  | <p align="center"><b>Enhancing hauora and inclusion</b></p>   |
| <p><b>Description</b></p>          | <p><i>Learning experiences that enable success.</i></p>   | <p><i>Te Ao Māori is woven into our kura.</i></p>  | <p><i>Feeling well, included and safe.</i></p>  |
| <p><b>Strategic objectives</b></p> | <ol style="list-style-type: none"> <li>1. <i>Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</i><br/><i>NELP priority 2 &amp; 3</i></li> <li>2. <i>All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</i><br/><i>NELP priority 2 &amp; 7</i></li> <li>3. <i>Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework.</i><br/><i>NELP priority 4</i></li> </ol> | <ol style="list-style-type: none"> <li>1. <i>Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</i><br/><i>NELP priority 2 &amp; 5</i></li> <li>2. <i>Strengthening connections and partnerships with iwi and whānau.</i><br/><i>NELP priority 5</i></li> <li>3. <i>Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach.</i><br/><i>NELP priority 3 &amp; 5</i></li> </ol> | <ol style="list-style-type: none"> <li>1. <i>Learners are known, valued, and have their differences recognised and celebrated.</i><br/><i>NELP priority 2</i></li> <li>2. <i>Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own hauora and that of others.</i><br/><i>NELP priority 6</i></li> <li>3. <i>An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.</i><br/><i>NELP priority 1</i></li> </ol> |

| <b>Plan for when each strategic objective will be started by the school</b> (Reflects priorities established by the school) |   |  |  |
|---|---|--|--|
| <b>Year</b>   | <b>Learner Centred</b><br>(learning experiences that enable success)  | <b>Commitment to Te Tiriti o Waitangi</b><br>(Te Ao Māori is woven into our kura)  | <b>Enhancing hauora and inclusion</b><br>(Feeling well, included and safe)   |
| <b>2023</b>   | <ul style="list-style-type: none"> <li>1.1 Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</li> <li>1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</li> </ul>               | <ul style="list-style-type: none"> <li>2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</li> <li>2.2 Strengthening connections and partnerships with iwi and whānau.</li> </ul>               | <ul style="list-style-type: none"> <li>3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.</li> </ul>  |
| <b>2024</b>   | <ul style="list-style-type: none"> <li><b>1.1 Building learning focused relationships with every learner (including staff) which address their individual needs and support their growth and success.</b></li> <li><b>1.2 All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>2.1 Embedding Mātauranga Māori across the curriculum, including the deliberate use of the localised curriculum in learning.</b></li> <li><b>2.2 Strengthening connections and partnerships with iwi and whānau.</b></li> </ul> | <ul style="list-style-type: none"> <li><b>3.1 Learners are known, valued, and have their differences recognised and celebrated.</b></li> <li><b>3.2 Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their own wellbeing and that of others.</b></li> </ul> |
| <b>2025</b>   | <ul style="list-style-type: none"> <li>1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework.</li> </ul>   | <ul style="list-style-type: none"> <li>2.3 Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach.</li> </ul>  | <ul style="list-style-type: none"> <li>3.3 An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.</li> </ul>  |

## Learner centred - Strategic Objective One

| <p><b>Strategic Objective:</b><br/>                 2024 - 1.1 - Building learning focused relationships with every learner (including staff) so that individual needs, growth and success are supported.</p> <p>2023 - Building learning focused relationships with every learner (including staff) so that individual needs, growth and success are supported.</p>     |               |          |  |  |  |
|--|---------------|----------|--|--|--|
| <p><b>Annual Goal:</b><br/>                 2024 - Learners are active in building learner focused relationships</p> <p>2023 - Learners (including staff) are actively engaged in building learning focused relationships.</p>   |               |          | <p><b>Annual Target:</b><br/>                 2024 - By mid-year in 2024 every Year 9 and Year 10 learner has engaged in a holistic learning conversation with their whānau teacher around their learning pathway and next steps.</p> <p>By the end of 2024 - Learners will be able to articulate their purpose for coming to kura and see learning as a journey</p> |  |  |
| <p><b>Baseline Data:</b><br/>                 Current whānau time curriculum and student progress/growth reporting methods used. At TGC this currently includes:<br/> <a href="#">Learner and teaching capabilities (doc link here)</a></p> <p>(ERO document: <a href="#">Next steps strengthening expectations and processes to further enhance whanaungatanga</a>)</p> |               |          |  |  |  |
| <b>Key Improvement Strategies:</b>   |               |          |  |  |  |
| Action   | Starting date | Deadline | Person responsible   | Success indicator  | Result   |
| Mahi Tahi (PB4L) - All learners work together collaboratively to contribute to positive learning environments.   | Term 1        | Term 4   | FEP/ FIN<br>AFL team<br>PB4L team<br>LOL<br>All staff  | PB4L Uara (values)<br><br>PB4L team is active in supporting kaiako - reinforcing messaging around consistency of expectations. | Pastoral count (congratulations increases)<br>Pastoral Data - reduction in classroom engagement entries.<br>CAK minutes for junior core classes<br>Guidance data |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
| All learners act and speak intentionally to promote use of the language of learning, specifically Capability #1 - Building learning focused relationships. (AFL) |  |  | VLT/NHK<br>FEP/ FIN<br>AFL team<br>PB4L team<br>All staff | Te Ara Ako korero<br>Learners are able to talk about -<br>A person who has supported their learning.<br>A person whose learning they have supported. |  |
| A pilot whānau time roopu deliberately builds learning relationships through Te Ara Ako  |  |  | RLD and pilot staff team                                  | Pilot has taken place and feedback informs next steps  |  |
| To improve attendance across the school<br><a href="#">Attendance Targets</a><br>Attendance Data improves from 2023<br>2023 - <a href="#">Attendance stats</a>   |  |  | FEP / whanau teachers/ Deans/CPR                          | Regular attendance (>90%) is raised from 42% to 70%. This aligns with the MoE target.  |  |
| <b>Monitoring:</b> Regular monitoring and updates at staff meeting<br>Termly reports to the board against this objective   |  |  |   |  |  |
| <b>Resourcing:</b> PLD budgets, Curriculum budgets, <b>AFL Unpacked Learning Capabilities, Visible Learning model</b>  |  |  |   |  |  |

## Learner centred - Strategic Objective One

|  |                      |                 |   |                          |               |
|--|----------------------|-----------------|---|--------------------------|---------------|
| <p><b>Strategic Objective:</b><br/>                 2024 - 1.2 - All learners (including staff) have been supported to be active, engaged learners through deliberate acts of learning.</p> <p>2023 - All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.</p>   |                      |                 |   |                          |               |
| <p><b>Annual Goal:</b><br/>                 2024 - Deliberate acts of teaching support learners to be reflective and engaging in learning opportunities with high expectations of themselves.</p> <p>2023 - All learners are supported to be engaged, self managed learners with high expectations of themselves.</p> <p><b>Suggested annual goal 2024:</b><br/>                 All learners are supported to be engaged, self managed learners with high expectations of themselves.</p> |                      |                 | <p><b>Annual Target:</b><br/>                 2024 - By mid 2024 learners are familiar with and beginning to use a common language of learning and make reference to our learning model in Te Ara Ako conversations; whānau time and in subject classes.</p> <p>2024 - By the end of 2024 learner reflections articulate their learning journey and are shared with others<br/>                 (<a href="#">learning progress reports</a> record their developing self management (what have I learnt about me as a learner) of learning.)</p> |                          |               |
| <p><b>Baseline Data:</b></p> <ul style="list-style-type: none"> <li>• Learner reflection at the beginning of the year - this uses the learning capabilities language</li> <li>• Professional learning group sessions from 2023</li> <li>• Staff use a self indicator to determine where they are at in their own progress of using the language of learning</li> <li>• Term 1 and Term 4 staff learner reflections in their PGC</li> <li>• <a href="#">NCEA data 2023</a></li> </ul>       |                      |                 |   |                          |               |
| <b>Key Improvement Strategies:</b>   |                      |                 |   |                          |               |
| <b>Action</b>  | <b>Starting date</b> | <b>Deadline</b> | <b>Person responsible</b>   | <b>Success indicator</b> | <b>Result</b> |
| Make visible our 'language of learning', TGC beliefs and (AfL learning model and language)   | Ongoing              | Ongoing         | VLT/NHK<br>AfL Kāhui Ako<br>Lead<br>AfL team<br>LOL   |                          |               |

|  |          |         |                               |   |   |
|--|----------|---------|-------------------------------|---|---|
|  |          |         |                               |   |   |
| Kaiako are deliberate about using the (AFL learning model and language) in 'all learning situations' OR in 'kura wide situations to guide learning conversations.      | Ongoing  | Ongoing | All staff                     |   |   |
| Learning progress reports reflect our (AfL TGC learning language).   | Term 1-4 |         | NHK/VLT/<br>Reporting<br>Team | Increased use of language of learning is seen in learner reflections.<br><br>Increased use of language or learning is seen in learning/progress reports shared with parents and whānau. |   |
| An NCEA Qualification is an expectation of those eligible (ex those with learning needs)   | Term 1   | ongoing | TLB/RLD<br>Yr 11-13<br>Deans  | NCEA comms and tracking shows focus on expectation and thus entry   | June 2024 - TLB met with Ed potential regarding a data tracking tool that could assist here. TLB shared information with SLT for review. Decision to pause in Term 2, but would look at this in Term 3. Required was 'what' and 'how' this information could be used.<br>Aug - TLB provides PL to kaiako on KAMAR updates and data tracking. This also included PL on using the NZQA platform to assist with achievement and pathway conversations with ākongā. |
| <b>Monitoring:</b> Updates about progress against this objective at formal and informal staff hui<br>Termly reports to the Board about progress against this objective |          |         |                               |   |   |
| <b>Resourcing:</b> Curriculum budgets, PLD budgets   |          |         |                               |   |   |

## Commitment to Te Tiriti o Waitangi - Strategic Objective Two

| <p><b>Strategic Objective:</b><br/>                 2024 - 2.1 - Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning.<br/><br/>                 2023 - 2.1 - Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning.<br/> <a href="#">Change 2 - Equal status for Mātauranga Māori in NCEA</a></p> |               |          |  |  |        |
|---|---------------|----------|--|--|--------|
| <p><b>Annual Goal:</b><br/>                 2024 - Te Ao Māori is woven into our teaching and learning</p>  |               |          | <p><b>Annual Target:</b><br/>                 2024 - Mātauranga Māori (knowledge) is delivered in our Year 9, Year 10 and Year 11 courses.<br/><br/>                 2023 - The use of Mātauranga Māori is evident in our year 9 and yr 10 curriculum.</p> |  |        |
| <p><b>Baseline Data:</b><br/>                 Current curriculum programmes, including the school's localised curriculum. At TGC these programmes includes:<br/> <a href="#">Mātauranga Māori review</a><br/> <a href="#">Year 9 Te Ao Māori course overview</a></p>  |               |          |  |  |        |
| <p><b>Key Improvement Strategies:</b></p>   |               |          |  |  |        |
| Action  | Starting date | Deadline | Person responsible   | Success indicator  | Result |
| Strengthen Te Ao Māori in the kura through the implementation of the new Y9 Te Ao Māori course.   | T1            | T4       | NHK/CSY/<br>Kaiako   | All Year 9 in 2024 have completed the course and gained a foundation of Te Ao Māori concepts, experiences and Te Tai Whanake |        |
| Learning Areas set termly Mātauranga Māori goals and share their best practice.   | T1            | T4       | NHK/SLT/<br>LOLs/WSL   | All Learning Areas have set and achieved one   |        |

|   |    |    |   |   |  |
|---|----|----|---|---|--|
|   |    |    | KA/CPR<br>All Kaiako                                  | Mātauranga Māori goal per term that supports Years 9-11 staff share practice                                |  |
| Continue to provide Mātauranga Māori PL to support Learning Area goals.   | T1 | T4 | NHK/SLT/W<br>SL KA/ CPR                               | All kaiako have engaged in regular Mātauranga Māori PL through TODs/CODs and PL slots                       |  |
| <u>Equal status for Mātauranga Māori in NCEA</u>  | T1 | T2 | PN (TLB) - ensures staff aware of status requirements | All Lols have evidence of MM in their NCEA programs<br>Sample Level 1 students to check for their awareness | TLB has completed MM review of Level 1 Standards. Attached. Clear evidence that we are working words 'Change No.2'. TLB has shared this with Kahui Ako MM Leads to ensure that materials are aligned and support is provided where required.<br><a href="#">Mātauranga Māori Level 1 standards</a><br><br>Level 1 PL was offered to all kaiako in term 3 to support learning and understanding of where MM sits within the curriculum<br><br>Kahui Ako MM leads have met with all LOLs to ensure that MM goals are visible in their curriculum and planning. |
| <b>Monitoring:</b> Termly reports to the Board about progress against this objective                                |    |    |   |   |  |
| <b>Resourcing:</b> Curriculum budgets, PLD budgets, Kāhui Ako budgets, TeTai Whanake, MOE PL funding application T1 |    |    |   |   |  |



## Commitment to Te Tiriti o Waitangi - Strategic Objective Two

| <b>Strategic Objective:</b><br>2.2 -Strengthening connections and partnerships with iwi and whānau.  |               |          |  |  |        |
|--|---------------|----------|--|--|--------|
| <b>Annual Goal:</b><br>2024 - A working partnership between the kura, iwi, hapū and whānau is visible and continues to be strengthened<br><br>2023 - A working partnership between the kura, iwi, hapū and whānau is visible and continues to be strengthened. |               |          | <b>Annual Target:</b><br>2024 - Across 2024 whānau and iwi will be heard and be part of important decision making processes in the kura.<br><br>2023 - By the end of 2023 whānau, iwi and hapū have had opportunities to be heard and be part of important decision making processes in the kura. Feedback has been sought through hui and consultation. |  |        |
| <b>Baseline Data:</b><br>Existing relationships between TGC and the local iwi, hapū, and whanau, Māori Achievement Inquiry (2020)  |               |          |  |  |        |
| <b>Key Improvement Strategies:</b>   |               |          |  |  |        |
| Action   | Starting date | Deadline | Person responsible   | Success indicator  | Result |
| Termly whānau hui with a formal invitation to all TGC Māori whānau, kaumātua and iwi representatives.  | Termly        | Termly   | NHK/ CPR   | Termly hui occurred with whānau/kaumātua and iwi connecting, collaborating and sharing voice |        |
| Engagement with kaupapa Māori events in the community including TPKA, Iwi and community kaupapa<br><i>ē.g kaumātua hui twice yearly, Opening of Te Kura o Manunui, tangihanga etc.</i>   | Termly        | Termly   | SLT/NHK/ WSL KA/ All Kaiako/LFU  | TGC is visible at kaupapa Māori events   |        |
| Continue consultation process on school wharehenui   | Ongoing       | Ongoing  | KJI /BOT   | Progression on the consultation process  |        |

**Monitoring:** Termly reports to the Board about progress against this objective.  
Regular updates provided to the wider school community about progress against this objective.

**Resourcing:** PLD budgets, Te Ao Māori Budget, Māori Achievement Inquiry Action Plan

**Strategic Objective:**

3.1 Learners are known, valued, and have their differences recognised and celebrated.

**Annual Goal:**

**2024** - The culture at TGC is one where students feel valued and are accepted for their difference.

**Annual Target:**

**2024** - By the end of the year TGC have provided a variety of opportunities for students to be known, valued and connected through events and celebrations.

**Baseline Data:**

2022 NZCER Student Data  
Diversity data - [google form](#) responses  
TPKA - Te Whare Tapa Whā

**Key Improvement Strategies:**

| Action   | Starting date | Deadline       | Person responsible                                 | Success indicator   | Result / Evidence   |
|--|---------------|----------------|--|---|---|
| By the mid Term 2 Whānau Teachers have had their first Te Ara Ako learning conversations in Whānau Time with all Yg, new students and ARPLs. | T1            | Mid T2         | NHK/RLD Whānau Teachers                            | Learning Conversations have occurred for target students.                                 | Random sample of targeted students are surveyed/ interviewed regarding the learning conversations they have had.            |
| Mentoring programme established for at risk Yr 9 and 10 Māori Ākonga<br><a href="#">Priority learners and at risk priority learners</a>      | T1            | Termly reviews | CPR and youth mentors                              | At Risk students were:<br>1. Identified<br>2. Part of mentoring programme<br>3. Evaluated | Mentoring programme established and evaluations by mentors and ākonga demonstrate visibility and of students feeling valued |
| Students are connected through events and celebrations that recognise difference (diversity)   | T1            | End of T4      | RLD/Director School Spirit/International/SENCO DHG | Student Voice - feel more connected   | Participation data<br>Calendar of Events  |

|  |        |               |                            |  |  |
|--|--------|---------------|----------------------------|--|--|
|  |        |               | Diversity/Support Teachers |  |  |
| By the end of Term 2 - a review of whānau time and experiences in whānau time is undertaken and any changes are then planned for and actioned for 2025   | Term 1 | End of Term 2 | FEP/CDE                    | A review is undertaken and any changes are then planned for and actioned |  |
| <b>Monitoring:</b> Termly check ins with all staff through SLT/LoL Liaison to discuss professional growth, wellbeing, and/or current issues. SLT input into monthly BoT report around what Professional Learning has occurred and staff wellbeing. |        |               |                            |  |  |
| <b>Resourcing:</b> Professional Learning budgets   |        |               |                            |  |  |

## Enhancing Hauora and Inclusion - Strategic Objective Three

|   |                 |                 |   |                          |                          |
|---|-----------------|-----------------|---|--------------------------|--------------------------|
| <b>Strategic Objective: 3.2</b><br>Strengthening a positive, growth-focused staff culture within which staff are supported to maintain their hauora and that of others.   |                 |                 |   |                          |                          |
| <b>Annual Goal:</b><br>2024 - The TGC staff culture is one in which all staff are supported to learn, collaborate and grow for the benefit of their hauora and that of others<br><br>2023 - The TGC staff culture is one in which all staff are supported to learn, collaborate and grow for the benefit of their hauora. |                 |                 | <b>Annual Target:</b><br>2024 - TGC has a positive staff culture where they feel safe and belong<br><br>2023 - Mid- year 2023 staff can identify the opportunities where their hauora has been supported by the kura. |                          |                          |
| <b>Baseline Data:</b><br>NZCER Survey 2022 & Kahui Ako Recommendations  |                 |                 |   |                          |                          |
| <b>Key Improvement Strategies:</b>  |                 |                 |   |                          |                          |
| <b>Action</b>   | <b>Starting</b> | <b>Deadline</b> | <b>Person</b>   | <b>Success indicator</b> | <b>Result / Evidence</b> |

|  | date |         | responsible                    |   |  |
|--|------|---------|--------------------------------|---|--|
| Implement consistent and clear expectations and consequences to support positive behaviour for learning.   | T1   |         | FEP/PB4L Pastoral team         | Students indicate that staff have shared PB4L expectations with them. |  |
| Strengthen opportunities for staff to collaborate, share and contribute to a positive growth culture (to support hauora).  | T1   | ongoing | FEP and staff Hauora committee | Staff Hauora climate test taken each term in Week 5                   |  |
| Make visible ways in which staff can support and maintain their hauora.  | T1   | ongoing | KA WSL                         | What's up - hauora message<br>LA - social gatherings promoted         |  |
| <p><b>Monitoring:</b> Termly check ins with all staff through SLT/ LoL Liaison to discuss professional growth, wellbeing, and/or current issues. SLT input into monthly BoT report around what Professional Learning has occurred and staff wellbeing.</p> |      |         |                                |   |  |
| <p><b>Resourcing:</b> Professional Learning budgets</p>  |      |         |                                |   |  |

## Tauranga Peninsula Kahui Ako (Community of Learning) Strategic Plan 2024-2026

**Vision:** Working together to enable all learners to realise their potential

### Progress Aspirations:

1. Curriculum (TGC Strategic Intent 1)
2. Hauora/Wellbeing (TGC Strategic Intent 3)