

2025 Annual Plan with NELPS

Tauranga Girls' College

[ERO Te Ara Huarau Profile Report](#)

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

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

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

Learner centred - Strategic Objective One

<p>Strategic Objective: 2025 - 1.3 Every learner (including staff) engages in and can articulate their learning journey using the effective learning capabilities framework. 2024 - 1.1 - Building learning focused relationships with every learner (including staff) so that individual needs, growth and success are supported. 2023 - Building learning focused relationships with every learner (including staff) so that individual needs, growth and success are supported.</p>					
<p>Annual Goal: 2025 - To improve overall attendance through targeting intermittent absence 2024 - Learners are active in building learner focused relationships 2023 - Learners (including staff) are actively engaged in building learning focused relationships.</p>			<p>Annual Target: 2025 - Students with intermittent absences are identified and their absence reduced</p>		
<p>Baseline Data/ evidence:</p> <ul style="list-style-type: none"> - Ineffective processes for attendance - School-wide organisational barriers (varied timetable/bell times) - Rooming across a wide school campus within and across subjects - Student having poor relationships with teacher and/or other students - MoE Attendance Report Attendance Matters Term 3, 2024 <p><u>Role/ expectations of whānau teacher</u></p>					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result

<p>Establish clear processes for identifying, intervening in and monitoring intermittent attendance.</p> <p>Provide administrative support to reduce intermittent absences through timely contact with students and whanau.</p>	<p>T1 Review wk8</p> <p>T1</p>	<p>T1</p> <p>ongoing</p>	<p>Deans, DP attendance</p>	<p>A clear process is utilised with roles and actions and is used consistently.</p> <p>Appointment of attendance administrator who engages with students and whanau</p>	<p>End of Term 4 2024 - Emma appointed into admin role</p>
<p>SLT/Deans korero with whanau teachers to support , system/process and expectations of WTs to support the reduction of intermittent attendance.</p>	<p>T1</p>	<p>ongoing</p>	<p>Deans and DP liaison</p>	<p>Whānau teachers use the process to connect with ākongā then whānau to collaborate to remove barriers to attendance of targeted students</p>	
<p>Reduce school organisational barriers to attendance. - rooming and relational challenges - restorative practice framework is established to support relational barriers</p>	<p>T1 Review wk 5/10</p>	<p>ongoing</p>	<p>SLT Timetable and organisation lead</p>	<p>Rooming person tracks junior subject classroom same room, prioritising Yr 9 and compares that termly RP platform established and implemented (TM 2)</p>	<p>2025 consistent times, with three whānau time each week Move to horizontal whānau classes</p>
<p>Monitoring: Termly monitoring and updates at staff meeting Termly reports to the board against this objective</p>					
<p>Resourcing: Admin budgets, allocate PL and or staff hui time to allow effective and timely communications with staff to address intermittent absences.</p>					

Learner centred - Strategic Objective One

Strategic Objective:

2025 - 1.3 Every learner (including staff) **engages in** and can articulate their learning journey using the effective learning capabilities framework.

2024 - 1.2 - All learners (including staff) have been supported to be active, engaged learners through deliberate acts of learning.

2023 - All learners (including staff) are supported to be active, engaged learners through deliberate acts of learning.

Annual Goal:

2025: The Professional Growth Cycle supports the foci of improved respect in the classroom and high academic expectations

2024 - Deliberate acts of teaching support learners to be reflective and engaging in learning opportunities with high expectations of themselves.

2023 - All learners are supported to be engaged, self managed learners with high expectations of themselves.

Annual Target:

2025 - By the end of 2025, staff know, use and target systems and processes to support the reduction of intermittent absence & target the improvement of respectful behaviour in classrooms whilst maintaining high academic expectations

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.

Baseline Data:

- **Linda Bendikson, SLT and Middle leaders data**
- **Kamar data - attendance**

Key Improvement Strategies:

Action	Starting date	Deadline	Person responsible	Success indicator	Result
The Professional Growth Cycle has alignment to the improved respect in the classroom	T1 and review T3		DP (RJS) and WST facilitators		

Academic expectations to achieve Lit/Num, known and communicated to staff, students and whānau. The target is >85% at Level 1 and 100%, by Yr 13	Term 1		Deans/DP/PN/PTT Whanau hui and Priority learner assemblies		
Academic goal of >85% pass rate in NCEA for all learners and all Levels of NCEA			Lol , Deans, DP with classroom teachers tracking and monitoring		
Monitoring: The PGC is shared and through Lol and DP hui checked for understanding and use Termly reports to the Board about progress against this objective					
Resourcing: PL allocation and time for whole staff to know and use the PGC					

Commitment to Te Tiriti o Waitangi - Strategic Objective Two

<p>Strategic Objective:</p> <p>2025 - 2.3 Te Ao Māori informs systems, processes, and policies across all levels of the school, including taking a holistic, mana enhancing approach.</p> <p>2024 - 2.1 - Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning.</p> <p>2023 - 2.1 - Embedding Mātauranga Māori across the curriculum, including the deliberate use of the local curriculum in learning.</p> <p>Change 2 - Equal status for Mātauranga Māori in NCEA</p>					
<p>Annual Goal:</p> <p>2025 - Te Ao Māori systems, processes and policies are evident across the school</p> <p>2024 - Te Ao Māori is woven into our teaching and learning.</p>			<p>Annual Target:</p> <p>2025 - Pastoral System, processes and policies have a Te Ao Māori lens</p> <p>2024 - Mātauranga Māori (knowledge) is delivered in our Year 9, Year 10 and Year 11 courses.</p> <p>2023 - The use of Mātauranga Māori is evident in our year 9 and yr 10 curriculum.</p>		
<p>Baseline Data:</p> <p>Current curriculum programmes, including the school's localised curriculum. At TGC these programmes includes:</p> <p>Mātauranga Māori review</p> <p>Year 9 Te Ao Māori course overview</p>					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result
Te Ao Māori lead to ensure any changes to the PC	Term 1	Ongoing	NHK		

system has a Te Ao lens when being reviewed.		as changes occur	CDE (pastoral)		
Māori Achievements are shared, known and celebrated.	Term 1 Assembly	Termly updates and whānau comms	NHK, Yr 9 and 10 Dean/RJS		
Academic expectations to achieve NCEA are known and communicated to staff, students and whānau. Students are tracked and monitored to achieve - foci on priority learners	Term 1	ongoing	NHK RJS TLB (PN) Deans		
Mātauranga Māori within our curriculum continues to be reviewed, developed and embedded across the kura.	Term 1	ongoing	NHK, CPR, MWO		
Monitoring: Termly reports to the Board about progress against this objective					
Resourcing:					

Enhancing Hauora and Inclusion - Strategic Objective Three

<p>Strategic Objective: 3.3 An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.</p>					
<p>Annual Goal: 2025 - A restorative approach is developed using a Te Ao Maori lens to support and strengthen our pastoral system</p> <p>2024 - The culture at TGC is one where students feel valued and are accepted for their difference.</p>		<p>Annual Target: 2025 - By the Term 2, a sustainable restorative pastoral system is in use and then reviewed in Term 3.</p> <p>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.</p>			
<p>Baseline Data: 2024 Pastoral Care review 2022 NZCER Student Data Diversity data - google form responses TPKA - Te Whare Tapa Whā</p>					
Key Improvement Strategies:					
Action	Starting date	Deadline	Person responsible	Success indicator	Result / Evidence
Develop a restorative pastoral system in consultation with staff, students and kaiako Māori	Term 1		RJS		
A restorative system is in place for Term 2 and monitored and then reviewed in Term 3	Term 2	Term 3 review	RJS with staff and students	Staff and students	

Monitoring: Term 3 check and feedback from Deans and a cross section of students/staff
BoT resourcing of Restorative Practice of 3-5 key staff

Resourcing: Pastoral Care Budget for RP training

Enhancing Hauora and Inclusion - Strategic Objective Three

Strategic Objective: 3.3

An inclusive school culture which promotes wellbeing for all learners through strongly embedded school values and a restorative, mana enhancing approach.

Annual Goal:

Reduce disrespectful behaviour in the classroom (and thus improve respectful culture)

Annual Target:

Reduce documented disrespectful behavior compared to the previous year, as recorded in KAMAR.

Baseline Data:

LoL/Pastoral and SLT planning data with Linda
Pastoral entries (KAMAR)
PB4L data
CAKS

Key Improvement Strategies:

Action	Starting date	Deadline	Person responsible	Success indicator	Result / Evidence
Collaboratively define respect with staff and students.	Term 1 staff hui	Ongoing	Principal to lead	Everyone has an agreed understanding of respect,	Walk through student voice demonstrates knowledge of understanding of respect

Systems and processes to address disrespectful behaviour are clear and accessible.	T1	T1	Pastoral Lead and student focus group	Staff voice tells us that systems and processes are clear and accessible.	
Check all colleagues are using agreed systems and processes to address disrespectful behaviour.	T2	Ongoing	DP Pastoral, LoL's, SCT, Deans, all teaching staff	DP/LoL hui korero Dean/DP hui korero	
Build staff capabilities to respond to disrespectful behaviour in their classrooms through professional learning	Term 1	Ongoing	DP's and sharing good practice by middle leaders	Kaiako seek support to address behaviour in their own classrooms All staff are supported and feel safe when addressing disrespectful classroom behaviour.	
Monitoring: Termly check ins to assess and evaluate respectful behavior is on the increase Termly report to the Board that kamar entries for disrespectful behaviour are declining.					
Resourcing: PB4L Team/Lead foci					

Tauranga Girls' College is part of the the Tauranga Peninsula Kahui Ako (Community of Learning)
The TPKA Strategic Plan has 2 key aspirations: The vision and aspirations are noted below;

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

Progress Aspirations:

- 1. Curriculum** - *To improve student achievement and progress in Mathematics and in English*
- 2. Hauora/Wellbeing** - *To embed a programme of learning support that meets the needs of all*