

Annual Plan 2025

**Goals**

**1. Delivering world class education at TGS (continuously building on 100 years and expanding horizons of world class education)**

- Set high expectations, embed consistent routines across school to support attendance, engagement
- Embed aspirational communication among staff and students, showcase what this looks like and why this is valued, deepen the learning journey across our Kāhui Ako
- Track student achievement of girls, Asian, Pasifika groups, monitor junior progress
- Embed new Level 1 Standards and provision of literacy and numeracy corequisites
- Continue fostering Te Ao Māori and TGS tikanga
- Partner with students and their families
- Identify what world class education looks like in 2027, the TGS centenary

**2. Retain and develop TGS culture (academic, social and emotional education of the whole person & highly functional global citizens)**

- Develop daily plan fostering sense of belonging at TGS for every student
- Develop new graphic illustrating the TGS learner profile
- Promote understanding the 'why' and 'how' of learning and achieving, academically and socially and emotionally
- Embed Te Manawanui and a pathway for students' development of personal excellence
- Continue to scale up House activities and pride
- Increase staff and student involvement in co-curricular activities
- Modelling and walk throughs by senior and middle leaders, both staff and students
- Expand communication with wider community including alumni, articulating the culture and achievements at TGS

**3. Providing an exceptional physical and social environment**

- Continuous development of timetable architecture to enable students' personal best
- Continuous fostering of leadership opportunities and PLD for staff and students
- Revamp the Careers Department to provide greater awareness and connectedness for students with future pathways
- Complete renovation of Georgea Tindall building and pool upgrade
- Upgrade prefabs and plan/build additional board-funded classrooms
- Plan central space for suitability for large outdoor assemblies and events
- Prioritise implementation of TGS masterplan to meet the aspirations of current and future generations
- Plan centenary and implement mini trial events

	<u>Key</u>
Done	
Underway	
Not Yet underway/removed	

2025 TGS Annual Plan Statement of Variance

**1. Delivering world class education at TGS (continuously building on 100 years and expanding horizons of world class education)**

<p><b>Set high expectations, embed consistent routines across school to support attendance, engagement</b></p> <p>Exceptional 2025 academic results across NCEA &amp; IB Diploma                  Pass rate L1 NCEA 86.3% cf 2024 80.8 EQ band N/A (not all TGS Yr 11 students sit full NCEA but want the practice)                  Pass rate across L2&amp;IB1 TGS 2025 94.9% EQ band 81.1% TGS 2024 92.1%                  Pass rate across L3 &amp; IBDP TGS 2025 92.8% EQ band 81.6% TGS 2024 91.2%                  Pass rate UE TGS 2025 81.2% EQ band 71.7% TGS 2024 76.0%</p>	<p>DPs &amp; Senior leaders (SLs) set up systems to communicate aspirational academic goals via assemblies, FEDs. Monitoring of individuals across faculties by HoFs, teachers, Houses by deans &amp; WFTs. New Te Ao Haka course, continued multi-levelling, L1 NCEA courses implemented, updated IB courses implemented, IB Psychology added. Impetus via comms applauding ex academic 2024 results encouraging students' belief to aspire to ex.</p> <p>Outcomes include CAA results exceeding national %, students engaged in classes, significant increase in students supported with SAC, Govts attendance system being implemented 2026, engagement with new external attendance team</p>
<p><b>Embed aspirational communication among staff and students, showcase what this looks like and why this is valued, deepen the learning journey across our KA</b></p> <p>Students aspiring for higher academics, increased numbers in co-curr, increased effectiveness WFC. Strong interest in 2026 WFL roles. Increase in top performances in sport, choirs, music, other activities</p>	<p>Impetus via comms in assemblies, WFCs delivered by principal, house leaders, head students, peer teams, teachers applauding ex academic 2024 results encouraging students' belief to aspire to ex. Consistent use of Google Classroom across subjects &amp; year levels. Academic and Pastoral Collectives working collaboratively with SLT, impact across school evident.</p>
<p><b>Track student achievement of girls, Asian, Pasifika groups, monitor junior progress</b></p> <p>Faculties focus on junior curric providing similar delivery across classes. Multiple classes for maths in one line so students are blocked for extension/support rather than having accelerate classes.                  New attendance &amp; reporting requirements in 2026 will assist tracking by HoFs &amp; deans</p>	<p>Kāhui Ako in school leaders tracking girls, Asian Pasifika &amp; juniors, reduction in motivation and systemising with KA disestablishment.                  Work underway for deans' leadership to affect engagement &amp; achievement, new deans manual, two SLs as Heads of Student Support in 2026</p>
<p><b>Embed new Level 1 Standards and provision of literacy and numeracy corequisites</b></p> <p>95% attainment in co-requisites in 2025.                  Students tracked to ensure attainment of these qualifications before leaving school</p>	<p>Teachers &amp; students like new L1 standards, TGS students wanted L1 retained, great induction to external assessment, teacher-student relationship develops over 5 years                  TGS co-reqs pass rates impressive, start in Yr 10 so students all pass by Yr13, significant logistics in providing e-platform with large numbers of students sitting on set dates</p>
<p><b>Continue fostering Te Ao Māori and TGS tikanga</b></p> <p>Strengthened delivery of tikanga in ceremonies and general school. Leonessa won waiata award at Big Sing, video went viral, staff performing haka at prizegiving. Review of Tu Tangata programme undertaken by Andrew Baker with findings due T1 2026.</p>	<p>Tu Tangata numbers increasing, extra staff added boosting expansion of Te Ao Māori at TGS, staff engaging with haka-honoured Yr13 at senior prizegiving, authentic embedding of tikanga across school, evidence-winning best Māori performance at Big Sing-going viral, Māori student achievement on par with non-M, low discipline numbers, embracing of bi-culturalism -hangi pit</p>
<p><b>Partner with students and their families</b></p> <p>Parents engaging more with class and WFTs and increasing number attending events</p>	<p>Increased invitations to &amp; uptake by parents for engagement with teachers/leaders, increased in &amp; attendance at ceremonies -Yr powhiri, PTA &amp; Matariki breakfasts, prizegiving oversubscribed, fewer discipline issues &amp; collaboration on serious disciplinary, positive feedback on comms &amp; in community, enrolments increase, few payments for extracurricular activities unpaid</p>
<p><b>Identify what world class education looks like in 2027, the TGS centenary</b></p> <p>TGS framework a sound underpinning doc. Evidence of objectives needs to be explicit</p>	<p>Ongoing considerations by SLT, BoT, staff students &amp; community underway. Key focus of centenary open day is to offer alumni opportunity to experience this onsite in 2027</p>

**Most objectives achieved and all objectives are being worked on**

Kāhui Ako disestablished and no commitment from member schools for ongoing work as focus is on mega changes to curriculum and assessment. Ongoing longitudinal Data collection difficult as new assessment tools not

**Next steps:**

- Consider how to retain longitudinal data collection across KA to show acceleration over several years & across sectors (ASL), invite KA staff to PL
- Appoint teacher for 'girls' project – who will also identify some Pasifika needs, appoint new TiC ESOL – who will assist Asian underachievers
- SLT-BoT Strategic planning and Tu Tangata review will inform steps for updated world class education 2027 and beyond, consider impact of NZ curric & new qualification along with 2027 external review of IB at TGS
- External PLD facilitator to assist staff embedding framework, explicit comms & delivery on expectations for pride, achievement. Increase UE, leadership for boys
- Increase another 5% attaining UE thru implementing predicted grades system from IB across NCEA subjects
- Publish an explicit document on delivery of the TGS framework that is authentic and identifies clear responsibilities for students, teachers and whanau

<b>2. Retain and develop TGS culture (academic, social and emotional education of the whole person &amp; highly functional global citizens)</b>	
<b>Develop daily plan fostering sense of belonging at TGS for every student</b> WFCs functioning well with greater consistency.	2 KA Within school leaders designed the daily WFC programme. Students report increasing uptake of activities and WFC attendance improved. Increase in positive pastoral climate, strong WFT-student relationships
<b>Develop new graphic illustrating the TGS learner profile</b> Publication done. Needs to be placed in all aspects of TGS delivery e.g. reports, Te Manawanui.	Graphic illustrating TGS values underpinned by knowledge developed and well received. Concepts align with all learning areas supporting interdisciplinary learning
<b>Promote understanding the 'why' and 'how' of learning and achieving, academically and socially and emotionally</b> Consistent messages provided to staff. Students more academically aspirational.	Regular, consistent messaging provided across staff briefings & assemblies from a range of leaders, students report broad comms effective, evident in emergent school culture with students giving attention to TGS exams, positive response to prefect activities, haka comp
<b>Embed Te Manawanui and a pathway for students' development of personal excellence</b> Plan in place with kick off T1 & awards given end T2. Te Manawanui to be expanded to higher year levels	Slow start accelerated when leaders & teachers shoulder tapped with belief & opportunities
<b>Continue to scale up House activities and pride</b> New activities planned for 2026. Juniors need specific details for events e.g. Sock Day Prefects to decide a more local charity to increase awareness & foster House support	More celebrations in House assemblies with parents attending, more comms & activities Students embracing ceremonial approaches in assembly
<b>Increase staff and student involvement in co-curricular activities</b> Consider ways to encourage tchrs to engage. Celebrate this to promote Re-introduce Ad Augusta publication each term -include skites about staff& involvement	More clubs added with additional staff support, teachers keen to attend Yr 9 camp, Lake Road board talent showcasing increasing comms between staff & students, increased staffing in sports & comms departments
<b>Modelling and walk throughs by senior and middle leaders, both staff and students</b> Principal (with HoFs)and SLs timetable class visits. Lunchtime walks by P with SLs & deans	Walk throughs went well. Strong support from leadership collectives helping pride. And monitoring
<b>Expand communication with wider community including alumni, articulating the culture and achievements at TGS</b> LinkedIn utilised. Connections made with hundreds of alumni via Alumliy platform. PTA and Alumni committees active and establishing strong connections	2 new staff employed working on centenary, alumni & community engagement. Positive feedback on comms reflecting the school's culture and achievements. Pride in the community increasing. Strong in-zone enrolments, Ooz applications & uptake. New skirt popular, praised by community
<b>Most objectives achieved and all objectives are being worked on</b> Next steps:	
<ul style="list-style-type: none"> <li>• Implement practices for leaders, teachers &amp; students to give effect to TGS Learning graphic design in schoolwide culture and classroom practices</li> <li>• Student Support SLs reinforcing schoolwide consistency of WFC activities &amp; embedding school culture by House TiCs &amp; Deans, overseen by SLs &amp; DPs</li> <li>• Ensure older students tell younger details of House &amp; prefect activities to build involvement – implement Yr 11 whanau leadership role, strengthen Te Manawanui award</li> <li>• Schedule class and lunchtime walkthroughs by leaders. Address disengaged students via prescribed lunchtime activities and alternative learning opportunities in S&amp;C gym, pool, games, tech and a bespoke activity run by specialist dean and WSL</li> <li>• Implement government's attendance plan and identify students at risk and/or best suited to pathways beyond secondary school. Careers staff to focus on FEDs with this group. More year group career offerings</li> <li>• Review and extend connections with community &amp; alumni</li> </ul>	
<b>3. Providing an exceptional physical and social environment</b>	
<b>Continuous development of timetable architecture to enable students' personal best</b> Scholarship, NCEA& IB results reflect strong student engagement across wide curric offered at TGS. Multi-levelling offers 200+ students flexibility to study their interests. Challenges ahead if new qual replacing NCEA has 5 not 6 subjs. Breadth of doing 6 subjs at TGS	Effective timetable team, few issues with student timetables. Extensive staff consultation re STCA with changes made to comply appreciated by teachers. IB Psychology added with some students doing this as a single subject outside the diploma. 3 gained Psychology scholarships
<b>Continuous fostering of leadership opportunities and PLD for staff and students</b> HoFs being provided budget for distribution across faculty. Relief costs high. Tchrs being away from classes needs monitoring, so students not impacted by tchrs absences	Additional teachers given senior leadership opportunities with principal's sabbatical backfill & SCT study leave, HoD Māori supported for study and PPTA role, AP having impact with Academic/Pastoral/Leadership Collectives. Lead prefects' roles enhanced, Te Manawanui award given kudos, girls involved in long skirt initiative, investigative & marketing trips inspired aspiration in staff for current & future roles

<p><b>Revamp the Careers Department to provide greater awareness and connectedness for students with future pathways</b></p> <p>The Careers Team now has 2 teachers and 1 support staffer. Led by Senior Leader. The teachers have deans experience with improved staff and pastoral connections. The team work collaboratively and initiatives are reaching more students.</p>	<p>3 new staff appointed, new initiatives and focus for Gateway, STAR who ensure good fit for students with these courses, increased use of alumni to inspire larger groups, Year 10 careers day abandoned due to pipe disaster, new date TBC for 2026</p> <p>Both projects completed and in use, positive feedback and community involvement attending shows in-house and extensive pool use.</p>
<p><b>Complete renovation of Georgea Tindall building and pool upgrade</b></p> <p>Perf Arts staff pleased with new facilities and adapting practices including audience attendance to in-house performances.</p> <p>Pool providing excellent swimming and training opportunities for the wider school and water polo teams. Additional contracts with external groups TBC Term 1 2026. Pool done, filled 1st wk Mar</p>	<p>GT done and in use 2025</p> <p>Pool in use T4 2025. Plans for permanent fixing of cracks causing leaks over Xmas break – weather dependent</p>
<p><b>Upgrade prefabs and plan/build additional board-funded classrooms</b></p> <p>Prefabs upgrade completed except for 2 with issues yet to be resolved, BoT funded sci labs completed for start of 2026 year. These facilities have enhanced T&amp;L and staff-student morale.</p>	<p>Prefab upgrade scheduled for Xmas break 2025, 4 BoT funded science labs project on track for completion early 2026</p>
<p><b>Plan central space for suitability for large outdoor assemblies and events</b></p> <p>Central space (Atea) provides hub for students; completion enables Kotahitanga builds aspirations for students for academic &amp; leadership goals</p>	<p>Plan consultation underway and Respond architects updating plans, stage 1 being discussed for building in 2026</p>
<p><b>Prioritise implementation of TGS masterplan to meet the aspirations of current and future generations</b></p> <p>Strategic planning with BoT &amp; SLT 18 Feb 2026 to consider priorities for delivery of masterplan 2026 Atea to be done with trial whole school assemblies each term in 2025. St Ls driveway upgrade</p>	<p>Strategic meeting with BoT and SLT scheduled Feb 2026, masterplan discussion on agenda2026 Arena consultation with geo tech investigations &amp; draft planning</p> <p>2026 PE still have few indoor spaces. Investigations for netball court cover</p> <p>2026-7Aircons for more classrooms for improved T&amp;L environ.</p>
<p><b>Plan centenary and implement mini trial events</b></p> <p>Every key event 2027 to celebrate 100 yrs Few NZ secondary schools 100+.</p>	<p>Staff appointed to manage centenary planning, bookings. Alumni committee functioning effectively, successful in pool fundraising &amp; next focus is centenary, PTA functioning well</p>
<p><b>Most objectives achieved and all objectives are being worked on</b></p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Develop more timetabled opportunities for students unsuited to traditional academic, lunchtime/in-off timetable activities to support engagement e.g. pool, S&amp;C gym</li> <li>• Work out costs of pool operation, embed use agreements to fund costs, extend H&amp;S processes to S&amp;C gym and community use of TGS facilities</li> <li>• Foster relationships between SLT and new BoT. Continue building links with Alumni Committee and PTA for acceleration of school masterplan</li> <li>• Build Atea, &amp; focus on Arena, BoT &amp; SLT discuss naming areas &amp; opportunities</li> <li>• Collect data to inform masterplan, retain investigation/marketing visits for developing leaders</li> <li>• Conduct mini centenary events, commence sale of TGS memorabilia to boost promotion &amp; engagement for volunteering and attendance</li> </ul>	