



ANNUAL IMPLEMENTATION PLAN 2026

Auckland Girls' Grammar School gives effect to Te Tiriti o Waitangi working to ensure our plans, policies and curriculum value local tikanga Māori, Mātauranga Māori and Tau Mai Te Reo.

Vision: Auckland Girls' Grammar School nurtures a culture of excellence through whānaungatanga, manaakitanga and kairangitanga.

Values: Pride, Respect, Integrity, Diligence, Empathy

Strategic Dimensions & Outcomes

Honour te Tiriti o Waitangi	Culture of Excellence	Commitment to Learning, Growth & Development	Connections through Culture & Community	Health & Wellbeing
All members of our community understand and uphold the importance of New Zealand's bicultural heritage	Ensure equitable and excellent academic outcomes for all learners & to continue to surpass national averages.	Enhance life opportunities for students through improved literacy, numeracy and high achievement.	Embed culturally agentic opportunities in teaching, learning and assessment practices.	Ensure all staff and students feel safe, included and with a sense of belonging by nurturing agency, efficacy and belief.

Annual Strategies/actionsNCEA

Empower staff to integrate te reo Māori in their daily interactions and strengthen collective understanding of matauranga māori & tikanga Māori. Critique learning programmes & practice through cultural lenses including through Te Tiriti Articles. Strengthen communication, engagement and involvement with whānau.	Ensure rigorous monitoring of NCEA endorsement data to provide targeted interventions to accelerate improved merit and excellence endorsement outcomes. Evolve middle leadership capabilities to mentor staff and lead systemic pedagogical shifts. Establish and align a research/evidence informed programme to target improved merit and excellence outcomes across External Standards.	Develop teacher skills to accelerate student CAA (Literacy and Numeracy) readiness in Years 10 & 11 through activity integration and targeted intervention. Develop teacher capacity to analyse student data in-situ to improve learning outcomes. Develop leader skills to initiate Practice Analysis Conversations to improve critical reflection skills and inform subsequent teaching and learning.	Increase regular attendance rates across all levels through data-informed action plans and active engagement with students & whānau. Strengthen student achievement support structures including mentoring of identified priority students. Complement high-impact teaching strategies with responsive pedagogical practices that align with researched best learning practice.	Fully embed the sisterhood programme within tutor classes to strengthen student connections and sense of belonging. Develop tutor / kaitiaki teaching of socio-emotional skills to better support student affective and wellbeing needs. Improve schoolwide capacity to interpret and action attendance & achievement data in a responsive, timely and meaningful manner.
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Endorsement and Academic Targets:

	2026 Merit Target	2025 Merit Result	2026 Excellence Target	2025 Excellence Result	2026 Merit & Excellence Target	2025 Combined Merit & Excellence Result
Level 1	40%	33.5%	20%	13.6	60%	44.1%
Level 2	40%	32.5%	20%	18.1	60%	50.6%
Level 3	30%	26.8%	20%	12.4	50%	39.2%

NCEA Academic Targets:

	2026 Targets	2025 Targets	2025 Results
NCEA 1	90%	90%	91.5%
NCEA 2	90%	90%	97.8%
NCEA 3	90%	90%	97.5%
UNIVERSITY ENTRANCE	88%	85%	91.5%

Improvement Measures

Tracking achievement data: Literacy and Numeracy. Tracking attendance data - making the strong connection with achievement.	Feedback from staff, students and whānau. Using the Well Being at school survey to track progress across the student body and with staff.	Using measurable metrics to improve pedagogical shifts in teacher practice that supports student achievement through observations, mentoring conversations and self reflection.	Using the Educational Leadership Capability Framework, from Teaching Council of Aotearoa New Zealand, to measure leadership practices for: <ul style="list-style-type: none"> • Faculty Board and HoFs • Deans • SLT
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