

# Naenae College



## Charter and Annual Plan

2017-2019

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## ROLE OF THE BOARD OF TRUSTEES

<b>Government – Legislation and Resources</b>	<b>Legislation including:</b> <ul style="list-style-type: none"> <li>• Education Act 1989 and amendments</li> <li>• National Achievement Goals (NAGS)</li> <li>• National Education Guidelines (NEGS)</li> <li>• National Curriculum Documents</li> <li>• National Qualifications Structure</li> </ul>
<b>Board of Trustees – Governance</b>	<ul style="list-style-type: none"> <li>• Charter</li> <li>• Achievement Statement</li> <li>• Annual Plan</li> <li>• Board Policies</li> <li>• Budget Approval &amp; Annual Financial Accounts</li> <li>• 5-Year Property Plan</li> <li>• Monitoring learning Outcomes</li> </ul>
<b>Principal and Staff - Management and delivery</b>	<ul style="list-style-type: none"> <li>• Implementation Plans</li> <li>• Curriculum Management Handbook</li> <li>• Guidance and Communication Handbook</li> <li>• Family Guide</li> <li>• Faculty/ Department Curriculum Management Documents and Schemes of Work</li> <li>• NZQA- Quality Assurance documentation</li> <li>• Delivery</li> <li>• Monitoring and Assessment</li> </ul>

## **NAENAE COLLEGE GOVERNANCE AND MANAGEMENT - OVERVIEW**

### **Governance Policy**

The Board emphasises strategic leadership rather than administrative detail, has a clear distinction of Board and staff roles, concentrates on the future rather than the past or present, and is pro-active rather than reactive.

*All elected, appointed and co-opted trustees, whether they are parent, co-opted, staff or student representatives, come to the Board table entrusted to ensure effective governance despite the different perspectives they bring to Board discussions. Individuals are neither advocates nor delegates with sectional interests but work for positive outcomes for all concerned.*

### **Management**

The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal.

### **Education Act 1989, Section 75 and 76**

The legal responsibility of the Board of Trustees is determined by Section 75 of the Education Act 1989:


s.75 Boards to control management of schools -

Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it thinks fit.

s.76 Principals -

1. A school's Principal is the Board's chief executive in relation to the school's control and management
2. To the extent that any enactment or the general law of New Zealand provides otherwise, the Principal shall comply with the Boards general policy directions; and subject to paragraph (a) of this sub-section, has complete discretion to manage as the Principal thinks fit, the school's day to day administration.

## Naenae College Mission Statement, Values and Strategic Vision

	<p><b>Kia Ihi, Kia Maru</b></p> <p>Be Strong, Be Steadfast</p>
<p><b>MISSION STATEMENT</b></p>	<p>Naenae College, working together as Te Whanau Tahi, aims to provide a balanced education that promotes intellectual development and growth in personal and social maturity for all students regardless of ability, race or gender.</p>
<p><b>VALUES</b></p> <p>What's important to us</p>	<p><b>Whanaungatanga</b> - Healthy relationships based on respect, accountability and responsibility</p> <p><b>Rangatiratanga</b> – Encouraging leadership and providing challenge</p> <p><b>Pumanawatanga</b> – Creating a positive, safe atmosphere where we work and study with enthusiasm and commitment</p> <p><b>Manaakitanga</b> – Caring for others</p> <p><b>Kotahitanga</b> – Working together to achieve our goals</p>

## Strategic Vision

<b>1</b>	<b>Student Achievement</b>	Student engagement and achievement is based on quality relationships consistent with our Values. Students are assisted to set and achieve challenging personal goals. Student progress is regularly measured, monitored and reported to students and caregivers. Achievement is consistently and deliberately recognised and celebrated. All students achieve at least NCEA Level 2 before leaving school.
<b>2</b>	<b>Curriculum Content &amp; Delivery</b>	The curriculum provides successful pathways for all students. Close attention is paid to the vision, principles, values and key competencies of the NZ Curriculum. Students are taught in a culturally inclusive manner and the learning is a partnership between teacher and students (Ako – teacher as learner and learner as teacher). Appropriate technology is available and well used for effective 21 <sup>st</sup> Century learning.
<b>3</b>	<b>Relationships</b>	We have a strong relational foundation for school culture, working in a restorative manner as a first priority. Students are challenged to give of their best in all situations and held accountable for their actions. We teach our community how to live this way. Moreover, our students have a sense of purpose and direction to their personal pathways.
<b>4</b>	<b>Te Whanau Tahī</b>	Our school has an atmosphere of cultural harmony and respect. We are proud to have ‘unity in diversity’. We first acknowledge the Tangata Whenua of Aotearoa and our bicultural heritage. This includes a commitment to Te Tiriti o Waitangi and a close working relationship with local iwi and whanau.  We then acknowledge the multi ethnic nature of the Tauīwi – all the rest of us who have arrived on these shores over the generations. Everyone is important and valued and we learn from each other. There is equity of outcomes for all.
<b>5</b>	<b>Co Curricular Programmes</b>	Our students show a high level of engagement and achievement across a wide range of co-curricular experiences encompassing diverse sporting codes, arts, cultural activities and community service. The participation of our students in these activities fosters quality performance, teamwork, leadership and pride.
<b>6</b>	<b>Community</b>	We are the school of choice for our neighbourhood community. The school’s roll reflects recognition in the wider community that the College has a real sense of purpose – that the school provides a truly balanced education, enhances social skills and is an environment that celebrates its diversity. There is a recognised partnership with parents, students, staff and the wider community. We work proactively with the wider educational community to enhance opportunities and outcomes for all.

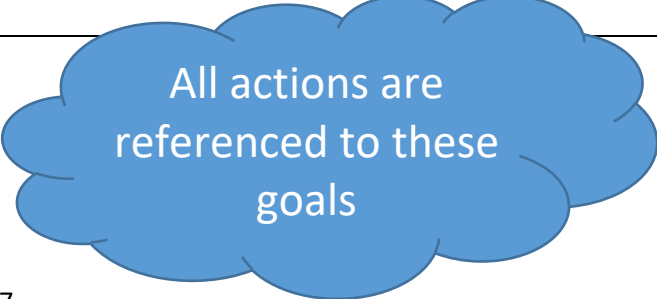
7	<b>Personnel</b>	Naenae College is regarded as a great place to work by both teachers and support staff. The positive working atmosphere is supported by high trust, effective communication, a commitment to on-going staff development and a culture of striving for high levels of performance to enhance student outcomes and well-being. This is supported by an effective appraisal system for all staff.
8	<b>Finance</b>	Financial resources are targeted to meet the strategic goals of the school with a focus on improving learning outcomes for all students. Quality standards of financial management and reporting are maintained at all levels. Clear audits are achieved annually and the school lives within its means and meets all legal obligations.
9	<b>Property &amp; Resources</b>	<p>Our clearly defined 10 Year property plan, developed with professional input, provides for a high standard of property maintenance, development and general care of the College's buildings and facilities. There is a safe attractive environment suited to delivering quality 21<sup>st</sup> century learning.</p> <p>The overall appearance and attractiveness of the school reflects the sense of environmental pride achieved through the positive endeavour of all staff and students. The grounds are well landscaped, planted and maintained. Sports fields, courts, exterior spaces and courtyards meet the sporting, social and recreational needs of the school community.</p>
10	<b>Operational Framework</b>	The Board develops and reviews policy on a regular basis, consistent with national requirements. The leadership of the principal and the senior leadership team is instrumental in strengthening self-review and in <i>implementing</i> the strategic and annual plans – both of these documents are informed by the National Education Priorities. The plans are turned into reality through the commitment and professionalism of the Naenae team supported by the practical alignment of professional development, departmental and personal performance plans. ERO compliance expectations are met.

## 2019 Annual Plan: Our Goals are set in line with Government and COL targets

<b>Government Targets and priorities</b>	<b>Our Goal: To maximise achievement for all students and create active, lifelong learners</b>
<ol style="list-style-type: none"> <li>1. 85% of all 18 year olds have at least NCEA Level 2</li> <li>2. Lift rates of progression to further education and work to NZQF Level 4+</li> <li>3. Equal outcomes for learners, from key priority groups</li> <li>4. Stronger foundations: tertiary ready/work ready young people able to progress in the workforce</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure all students experience success and build a meaningful, challenging educational pathway for their future</li> <li>2. To increase the number of all school leavers with NCEA L2 or better from 67% to 75%</li> <li>3. To increase Maori leavers with NCEA L2 from 47% to 75%.</li> <li>4. To ensure all graduating students have an education/work plan and that they are encouraged to seek further appropriate qualifications to at least level 4</li> </ol> <p><i>(Note: targets 2-3 include all students on the roll who may leave before attempting L2. (Lyriks etc)</i></p>



Year	Whole School Goals
Y9	<ol style="list-style-type: none"> <li>1. To improve the curriculum level of all students by at least 3 sublevels across the whole curriculum</li> <li>2. To provide a class structure and additional support for students entering with their reading and writing skills <b>well below</b> the national standards. (approx. 15 students)</li> <li>3. To target students <b>below</b> the national standards with a <b>Teaching as Inquiry</b> personal plan</li> <li>4. To actively develop meta cognition- <i>higher order thinking-e.g. planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task</i></li> <li>5. Induction in TWT values and restorative culture</li> </ol>
Y10	<ol style="list-style-type: none"> <li>6. To ensure 60% of all students and 60% of Maori students complete the year at Level 4A of the curriculum or better</li> <li>7. To design successful pathways for all students to be able to leave school with at least an NCEA Level 2.</li> <li>8. To provide a formal examination for all junior students to prepare for NCEA and benchmark achievement data.</li> </ol>
Y11	<ol style="list-style-type: none"> <li>9. To provide meaningful courses offering appropriate credits of which students can reasonably achieve a minimum of 16. (5x16=80)</li> <li>10. Identify students at risk of ending up in the 60-79 credit range and provide specific intervention support from the start of the year.</li> <li>11. Review pathway plans for Y12/13 and beyond</li> <li>12. Retain 90% of all Maori students into Y12.</li> </ol>
Y12	<ol style="list-style-type: none"> <li>13. Target students who will not be able to complete L3 in Y13 and ensure they have a quality L2 package linked to a vocational pathway. All students with L1 literacy and numeracy</li> <li>14. 85% of participating students complete L2</li> <li>15. Ensure all eligible students have a L3 pathway either at school or with another provider</li> </ol>
Y13	<ol style="list-style-type: none"> <li>16. All mainstream Students complete L2</li> <li>17. All students considering university study complete literacy requirements and gain required All students complete a graduation package plan.</li> </ol>



All actions are referenced to these goals

## Strategic roles and responsibilities -2019

<b>BOT</b>	<ul style="list-style-type: none"> <li>• To engage our school community by fostering belonging and wellbeing through Te Whanau Tahī values.</li> <li>• To ensure school goals are student-centred, aligned with government priorities, and informed by our own community input.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• To create an inclusive culture of professional growth, consistent with best international and local research</li> <li>• To ensure coherence in annual planning, goal setting, resource allocation, professional development and evaluation</li> </ul>
<b>Curriculum Exec</b>	<ul style="list-style-type: none"> <li>• To input into the development of the annual plan with specific focus on the curriculum and pedagogical practice</li> <li>• To input into the design of the staff PLD plan, individual goal setting, Teaching as Inquiry projects and staff appraisal</li> </ul>
<b>Guidance Network Team</b>	<ul style="list-style-type: none"> <li>• To input into the development of the annual plan with specific focus on school-wide relationships and student management including the capacity building of staff and the implementation of targets programmes delivers through LAR or other specialist group focus</li> </ul>
<b>PLD Development Cttee</b>	<ul style="list-style-type: none"> <li>• To critique the annual plan and ensure that all the key elements of ongoing strategies for raising Maori and Pasifika achievement are embedded in the plan.</li> <li>• To plan the PLD programme for the full year (Wed workshops and Thursday PLD sessions, including external inputs)</li> <li>• To input into the design of the COL Achievement plan in relation to raising Maori and Pasifika achievement</li> </ul>
<b>Faculties</b>	<ul style="list-style-type: none"> <li>• To identify the specific contribution that the faculty will make to the achievement of the school goals and specific targets</li> <li>• To consistently implement the action plan and ensure appropriate support and progress evaluation procedure are in place</li> <li>• To ensure faculty staff are appraised appropriately (including coaching/mentoring and appropriate PD) to meet the school, faculty and personal goals</li> </ul>
<b>Individual Teachers</b>	<ul style="list-style-type: none"> <li>• To actively contribute to the achievement of the of the annual goals through their various roles as classroom teacher, Learning advisor, whanau head, HOF, HOD, SCT, development committee member etc</li> <li>• To negotiate aligned personal goals and a professional develop plan consistent with those goals</li> <li>• To actively engage in the Teaching as Inquiry process</li> </ul>

### The Guidance Goals

Year	Guidance	LAR
<b>Y9 &amp; Y10</b>	<ul style="list-style-type: none"> <li>• To consolidate the coaching model for RP and the delivery of TWT values coaching by Whanau Heads.</li> <li>• To establish and deliver induction RP &amp; TWT values programme to support new student enrolments and their whanau engagement.</li> <li>• Establish clear pastoral processes and expectations in support of AREA goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To effectively implement and ensure delivery of a Junior LAR programme.</li> <li>• To identify targeted actions to support academic shift for target students.</li> <li>• To achieve accurate attendance monitoring and interventions.</li> <li>• To build strong pastoral relationships with students.</li> <li>• To support the <b>Reading Plus</b> programme</li> </ul>
<b>Y11-13</b>	<ul style="list-style-type: none"> <li>• To develop the capacity of LAR teachers to effectively fulfil the dimensions of their LAR role.</li> <li>• To build of capacity for LAR teachers to effectively academic mentor students</li> <li>• <b>SLT and HOD Careers</b>- ensure a comprehensive LAR programme is in place and is being systematically delivered. Develop a Graduate profile which includes employability skills framework and students own skill development goals.</li> </ul>	<ul style="list-style-type: none"> <li>• To achieve accurate attendance monitoring and interventions.</li> <li>• To maintain strong pastoral relationships with students.</li> <li>• To effectively implement and ensure delivery of the Senior LAR programme. This includes specifically teaching employability skills</li> <li>• Staff and students evaluate progress on a regular basis instead of Key competencies on reports.</li> <li>• To identify targeted actions to support academic shift for target students.</li> <li>• To use the Teaching as Inquiry model to effect shift in student self-efficacy and academic progress amongst target groups.</li> </ul>

## Curriculum Delivery Goals

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Year	Faculty	CR teacher
<b>Y9 &amp; Y10</b>	<ul style="list-style-type: none"> <li>• Promote/support TWT values and restorative culture in the CR.</li> <li>• Literacy/numeracy skills are explicit in all programmes</li> <li>• Establish/critique/support all faculty staff <i>Teaching as Inquiry</i> plans</li> <li>• Be responsible for culturally responsive and relational pedagogy. (CRRP). Personalise focus of class observations to fit each teacher's Inquiry plans and ensure effective feedback/coaching</li> <li>• Develop specific plans to support priority learners in 9H, 10H, 10W.</li> </ul>	<ul style="list-style-type: none"> <li>• Be thoroughly conversant with student achievement data supplied and ensure programme is tailored to meet specific needs.</li> <li>• Ensure effective use of teacher aides with reference to each supported students IEP</li> <li>• Identify and plan for targeted students</li> <li>• Ensure subject specific literacy and numeracy skills are explicitly taught.</li> <li>• Develop <i>Teaching as Inquiry</i> projects, in consultation with HOF.</li> <li>• Action faculty plans and monitoring systems</li> <li>• Regularly use KAMAR pastoral to keep LAR informed of individual student progress and concerns, especially for targeted students</li> <li>• English teachers to implement the <b>Reading Plus</b> programme, supported by LARS</li> </ul>
<b>Y11-13</b>	<ul style="list-style-type: none"> <li>• Review course achievement data and ensure all NCEA courses being delivered in 2017 are offering appropriate credits so that a student achieving at the 70% rate can still gain 16 credits (5X16= 80)</li> <li>• Tight systems are established and actioned to ensure all assessments and marking are completed on time and mark books are up to date so that the progress of students can be accurately tracked</li> <li>• Have tight monitoring systems and specific mentoring/support systems for students in target groups, throughout the year.</li> <li>• Emphasise employability skills as part of all learning programmes</li> <li>• Collect and act on regular student feedback (on-line surveys?)</li> </ul>	

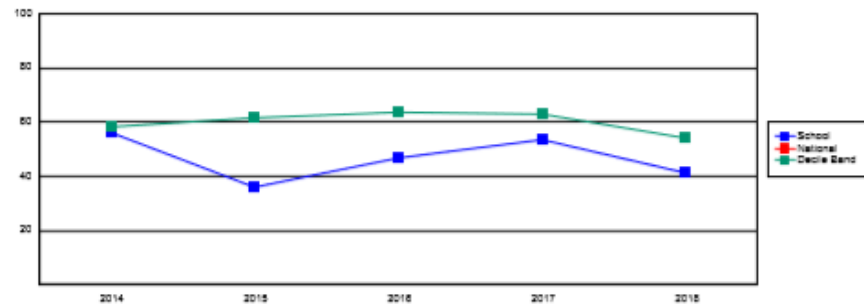
# Achievement in NCEA and UE: Naenae College

Generated 15-Jan-2019

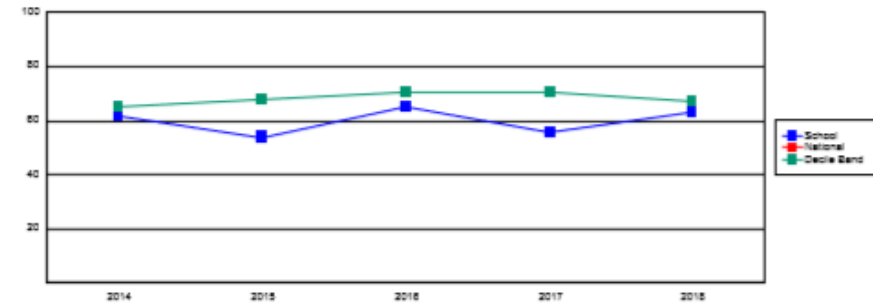
PR2 - Enrolment Based Cumulative Overall Results

Academic Year	Naenae College				National				Decile 1-3			
	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2014	56.1	61.9	36.0	22.5					58.3	65.1	45.4	24.0
2015	35.6	53.9	46.0	28.3					61.7	67.9	49.9	26.3
2016	46.9	65.3	43.8	27.8					63.3	70.7	53.7	28.0
2017	53.5	55.6	39.0	18.1					62.9	70.7	55.3	27.2
2018	41.0	62.9	43.3	25.0					54.3	66.8	54.1	24.9

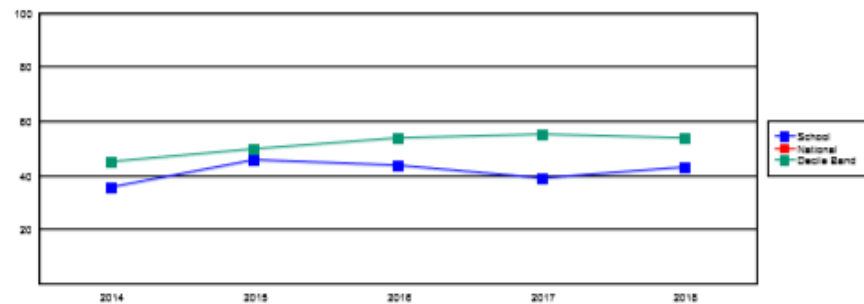
Year 11 - NCEA Level 1



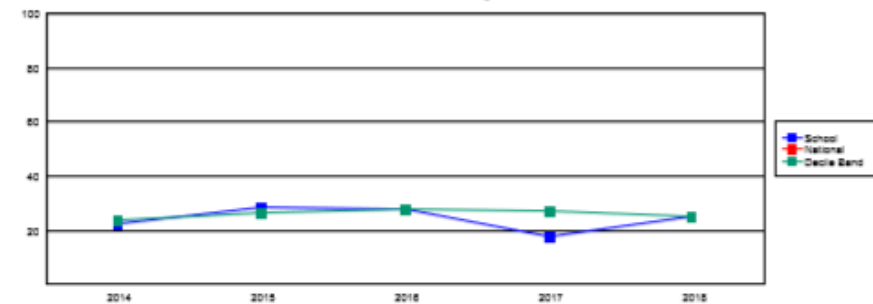
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Awaiting Junior Achievement data to be collated as part of faculty reviews of achievement for 2018

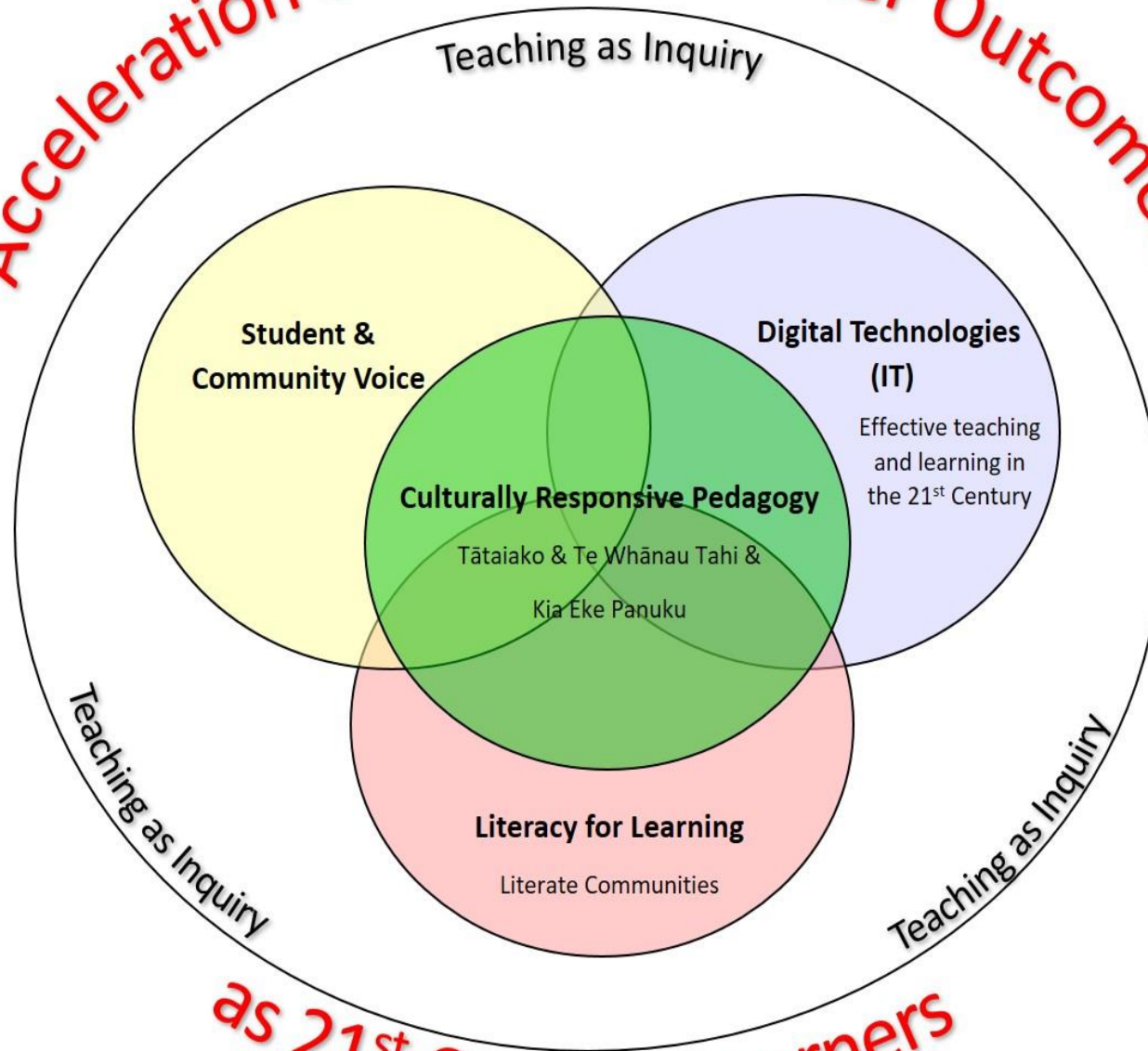
## The Kia Eke Panuku Model for Raising Maori Achievement:

<p><b>Closing the gaps</b></p>	<p>Closing the gaps between Maori and their non-Maori peers requires the spread and ownership of five key dimensions coherently across the school and across the system. The personal commitment of all, to the dynamic interplay of these dimensions, will effect transformative change for Maori students and their communities</p>
<p><b>Leadership</b></p>	<p>Leadership of these dimensions coherently across the school and across the system will accelerate the closing of the gaps between Maori and their non-Maori peers. The personal commitment of all to the dynamic interplay of these dimensions, will effect transformative change for Maori students and their communities.</p>
<p><b>Evidence based Inquiry</b></p>	<p>Evidence based Inquiry within an iterative cycle of critical reflection, review and transformative action is required to ensure the acceleration needed to close the gaps between Maori and their non-Maori peers.</p>
<p><b>Culturally responsive and relational Pedagogy</b></p>	<p>Accelerating the reform to close the gaps involves activating the agencies of all school leaders and teachers to embed culturally responsive and relational pedagogy in classrooms and across middle and senior leadership roles and responsibilities</p>
<p><b>Educationally powerful connections with Maori</b></p>	<p>Schools that activate educationally powerful connections with whanau, hapu and iwi will support the cultural continuity of rangatahi between Maori homes, communities and schools. This can increase coherence and accelerate the closing of the gaps.</p>
<p><b>Literacy, Te Reo Maori and numeracy</b></p>	<p>Literacy, Te Reo Maori and numeracy are foundational skills that students need to unlock the curriculum. Proficiencies in these skills enable Maori students to express their language, culture and identity in order to access a full range of vocational pathways and achieve educational success as Maori. Access to te reo Maori for non-Maori students provides a pathway towards a bilingual, bicultural society</p>

## Employability Skills Framework for Students: To be used in the Senior School

<b>1. Positive attitude</b>	<ul style="list-style-type: none"> <li>• I am positive and have a “can do” attitude.</li> <li>• I am optimistic, honest and show respect.</li> <li>• I am happy, friendly and enthusiastic.</li> <li>• I am motivated to work hard towards goals.</li> </ul>
<b>2. Communications</b>	<ul style="list-style-type: none"> <li>• I understand, and reflect on, the way I communicate and how it affects others.</li> <li>• I ask questions when unsure or unclear.</li> <li>• I understand how employees, employers and customers communicate.</li> <li>• I speak, listen and share ideas appropriately.</li> </ul>
<b>3. Team work</b>	<ul style="list-style-type: none"> <li>• I work well with others to complete tasks and meet goals.</li> <li>• I contribute to developing new ideas or approaches.</li> <li>• I work well with others of different genders, cultures or beliefs.</li> <li>• I recognise the authority of supervisors and managers, and follow directions.</li> </ul>
<b>4. Self-management</b>	<ul style="list-style-type: none"> <li>• I arrive at work on time, with appropriate clothing and equipment to complete a work day.</li> <li>• I understand, and reflect on, my own words, actions and behaviour, and how these affect others.</li> <li>• I show commitment and responsibility.</li> <li>• I am dependable, follow instructions and complete assigned tasks.</li> <li>• I am responsible for my own health and wellbeing, and follow health and safety guidelines in the workplace.</li> </ul>
<b>5. Willingness to learn</b>	<ul style="list-style-type: none"> <li>• I am willing to learn new tasks, skills and information.</li> <li>• I am curious and enthusiastic about the job, organisation and industry.</li> <li>• I look for opportunities to work more effectively to make the business better.</li> <li>• I accept advice and learn from feedback.</li> </ul>
<b>6. Thinking skills (problem solving and decision making)</b>	<ul style="list-style-type: none"> <li>• I identify and assess options before making a decision.</li> <li>• I recognise problems and use initiative to find solutions.</li> <li>• I think about consequences before I act.</li> <li>• I recognise when I need to seek advice.</li> </ul>
<b>7. Resilience</b>	<ul style="list-style-type: none"> <li>• I adapt and am flexible in new and changing situations.</li> <li>• I handle challenges and setbacks and do not give up.</li> <li>• I am able to seek support and help when needed.</li> <li>• I recognise and accept mistakes made and learn from them.</li> </ul>

# Acceleration of Priority Learner Outcomes





**ENGLISH**

**SPANISH**

**SAMOAN**

**ESOL**

**MAORI**

**MATHEMATICS**

**PAACT – Commerce**

**PAACT- Visual Arts**

**PAACT – Performing Arts**

**PAACT – Technology**

**PHYSICAL EDUCATION and HEALTH**

**CAREERS and TRANSITION**

**SCIENCE**

**SOCIAL SCIENCE – History, Geography, Social Studies**

**LEARNING SUPPORT PROGRAMME**

**SPECIAL NEEDS UNIT: TE WHARE O TE ATAWHAI**

*Awaiting 2019 Faculty and Learning area goals pending analysis of curriculum based outcome data from 2018.*