

Naenae College



Charter and Annual Plan

2020 - 2022

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ROLE OF THE BOARD OF TRUSTEES

<p style="text-align: center;">Government – Legislation and Resources</p>	<p>Legislation including:</p> <ul style="list-style-type: none"> • Education and Training Act 2020 • National Administrative Goals (NAGS) • National Education Guidelines (NEGS) • National Curriculum Documents • National Qualifications Structure
<p style="text-align: center;">Board of Trustees – Governance</p>	<ul style="list-style-type: none"> • Charter • Achievement Statement • Annual Plan • Board Policies • Budget Approval & Annual Financial Accounts • 10-Year Property Plan • Monitoring learning Outcomes
<p style="text-align: center;">Principal and Staff - Management and delivery</p>	<ul style="list-style-type: none"> • Implementation Plans • Curriculum Management Handbook • Guidance and Communication Handbook • Family Guide • Faculty/ Department Curriculum Management Documents and Schemes of Work • NZQA- Quality Assurance documentation • Delivery • Monitoring and Assessment

NAENAE COLLEGE GOVERNANCE AND MANAGEMENT - OVERVIEW

Governance Policy

The school's board of trustees is the Crown entity responsible for the governance and management of the school.

The board has complete discretion to govern the school as long as they stay within the laws of New Zealand.

The board's governance is guided by objectives set out in the law.

The legal responsibility of the Board of Trustees is determined by: **Education and Training Act 2020**

Section 127 Objectives of boards in governing schools

(1) A board's primary objectives in governing a school are to ensure that—

(a) every student at the school is able to attain their highest possible standard in educational achievement; and

(b) the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and

(iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and

(c) the school is inclusive of, and caters for, students with differing needs; and

(d) the school gives effect to [Te Tiriti o Waitangi](#), including by—

(i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and

(ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and

(iii) achieving equitable outcomes for Māori students.

(2) To meet the primary objectives, the board must—

- (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
- (b) give effect to its obligations in relation to—
 - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
 - (ii) teaching and learning programmes; and
 - (iii) monitoring and reporting students' progress; and
- (c) perform its functions and exercise its powers in a way that is financially responsible; and
- (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and
- (e) comply with all of its other obligations under this or any other Act.

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.

Section 126 Bylaws

- (1) A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
- (2) Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.

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 and Training Act 2020 Section 130

Section 130 Principal is chief executive of board in relation to school's control and management

- (1) A school's principal is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment, or the general law of New Zealand, provides otherwise, the principal—
 - (a) must comply with the board's general policy directions; and
 - (b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.

Naenae College Mission Statement, Values and Strategic Vision

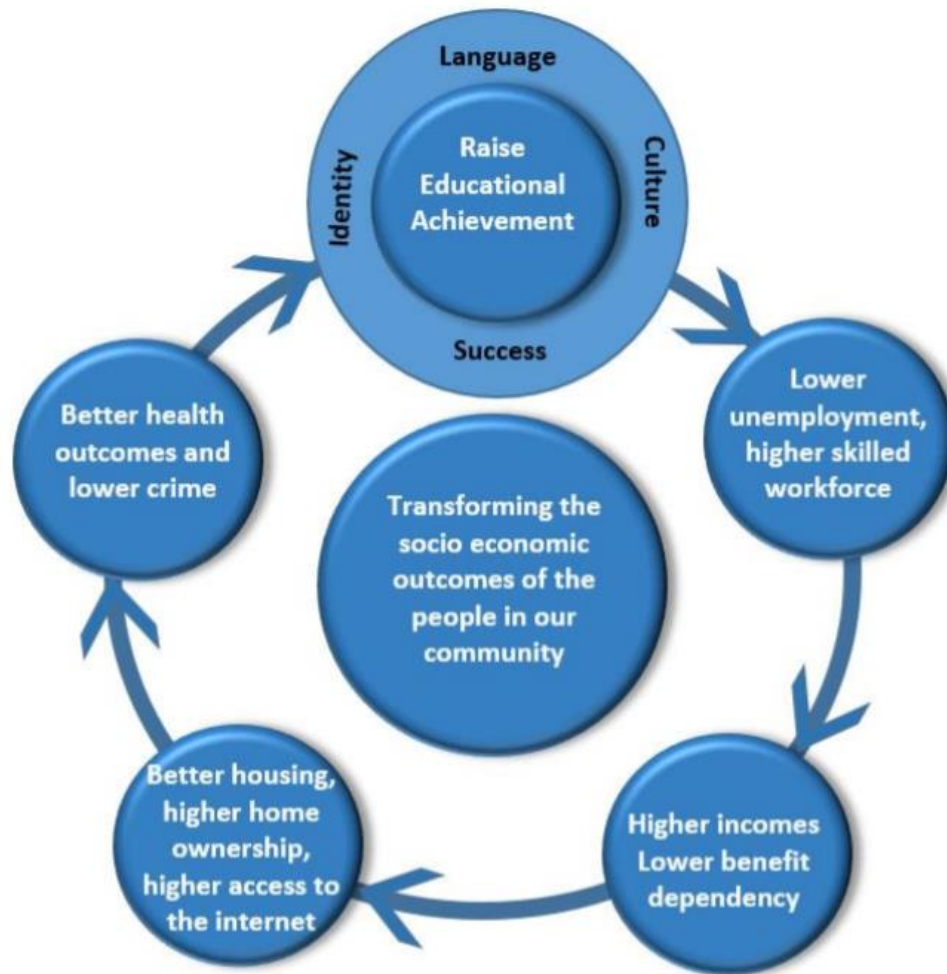
	<p style="text-align: center;">Kia Ihi, Kia Maru</p> <p style="text-align: center;">Be Strong, Be Steadfast</p>
<p>VISION STATEMENT</p>	<p>Our school community is a safe and supportive learning environment, where students are confident, connected and on a pathway to meaningful life-long learning.</p>
<p>VALUES</p> <p>What's important to us</p>	<p>Whanaungatanga - Healthy relationships based on respect, accountability and responsibility</p> <p>Rangatiratanga – Encouraging leadership and providing challenge</p> <p>Pumanawatanga – Creating a positive, safe atmosphere where we work and study with enthusiasm and commitment</p> <p>Manaakitanga – Caring for others</p> <p>Kotahitanga – Working together to achieve our goals</p>

Strategic Vision		
1	Student Achievement	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.
2	Curriculum Content & Delivery	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 st Century learning.
3	Relationships	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.
4	Te Whanau Tahi	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.
5	Co-curricular Programmes	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.
6	Community	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	Personnel	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	Finance	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	Property & Resources	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 st century learning. 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.
10	Operational Framework	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.
11	Alternative Education (Lyriks) and the Hutt Valley Activity Centre	Naenae College provides multiple opportunities to keep students engaged with education by effectively supporting delivery of highly supported curriculum through the Alternative Education model and the Activity Centre Model from 2020 as the managing school. The Board remains committed to effective, culturally responsive pedagogical delivery of alternative education through both models by providing effective support and delivery of engaging curriculum that leads to meaningful pathways both back into mainstream education at Naenae College and in the transition to successful post-secondary school pathways.

Government Targets and priorities	Our Goals:
<ol style="list-style-type: none"> 1. 85% of all 18-year olds have at least NCEA Level 2 2. Lift rates of progression to further education and work to NZQF Level 4+ 3. Equal outcomes for learners, from key priority groups 4. Stronger foundations: tertiary ready/work ready young people able to progress in the workforce 	<ol style="list-style-type: none"> 1. All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships. 2. Our Māori students will enjoy and achieve educational success as Māori. 3. Students, staff, whānau, Pacific 'āiga and community experience a sense of belonging because we live our Te Whānau Tahi values

2020 Annual Plan: Our Goals are set in line with Government and Kāhui Ako targets



Moral purpose - transforming socio economic outcomes through raising educational achievement Raising educational achievement is the key to transforming the socio-economic outcomes of our community.

The research shows that:

- people with higher socio-economic status have better health and better well-being
 - people with qualifications are more likely to be employed during economic downturns
 - people with qualifications are more likely to be employed and be less dependent on benefits
 - people with a bachelor's degree or higher had incomes almost 3 times more than people with no qualifications (2011)
 - higher educational qualifications lead to higher incomes which enables home ownership
 - people with higher socio-economic status experience less crime
- Source:

Parau Tupangaia / Education Counts

Approach

To design and implement a common strategic framework that sets and monitors appropriate goals and school targets which aim to accelerate and progress achievement of Māori and others at risk of not achieving.

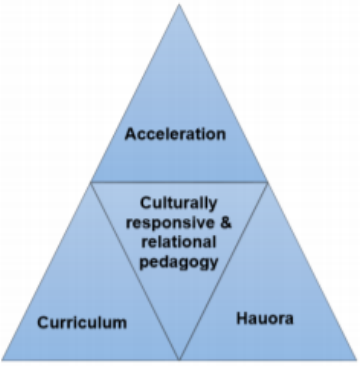
We aim to develop a Community of Learning | Kāhui Ako strategic plan for Māori learners through involving whānau, hapu and iwi that will ensure they experience success as Māori.

We have agreed that through sharing our resources and talents and focussing on these three areas, that we can make the biggest collective impact:

- **Acceleration**
 - **Curriculum**
 - **Hauora**
- Culturally responsive and relational pedagogy** is common to all three areas

Our key levers of change

In order to shift achievement within our Kāhui Ako we believe the following areas form our theory of change. We envisage the areas below will form the basis of our inquiry workstreams and will be used to develop a more in-depth Theory of Action, and to inform the work of our Kāhui Ako Leaders, Across School Teachers, Within School Teachers and inquiry time.

	Acceleration	Curriculum (what & how)	Hauora (Well Being)
	Evidence based Responsive Identification of students & targeted actions Strengthening teacher practice Common expectations & assessment practices Shared understanding of processes & practices Professional learning & development Engaged learners Shared resources Learning support	Cohesive curriculum pathway Family / whānau involvement Shared graduate profile Seamless transitions Future focused learning Engaged learners Culturally responsive Key competencies Authentic contexts STEM	Focused on wellbeing, resilience, relational & restorative practices, and engagement Supporting & enhancing staff & student wellbeing Promoting diversity & difference Connection to whanau & iwi Responsive to need Seamless transitions Providing learning support

Year	Whole School Goals
Y9	1(a) All students attend school at least 90% of the time.
Y10	1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.
Y11	1(c) Level 1 NCEA pass rates will be at least at the national average of 72%
Y12	1(d) A Pacific Achievement Plan is developed and introduced.
Y13	1(e) Students in Te Whare ō te Atawhai will experience appropriate progress and success. 2(a) Whānau and iwi are regularly consulted to identify learning needs and collaborative approaches, and we feedback again to them. 2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement. 3(a) A community engagement plan is developed and introduced. 3(b) Te whanau tahi values are evidenced through the culture and practices of the school.



Strategic roles and responsibilities -2020

BOT	<ul style="list-style-type: none"> • To engage our school community by fostering belonging and well-being through Te Whanau Tahi values. • To ensure school goals are student-centred, aligned with government priorities, and informed by our own community input.
SLT	<ul style="list-style-type: none"> • To create an inclusive culture of professional growth, consistent with best international and local research • To ensure coherence in annual planning, goal setting, resource allocation, professional development and evaluation
Curriculum Exec	<ul style="list-style-type: none"> • To input into the development of the annual plan with specific focus on the curriculum and pedagogical practice • To input into the design of the staff PLD plan, individual goal setting, Teaching as Inquiry projects and staff appraisal
Guidance Network Team	<ul style="list-style-type: none"> • 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
PLD Development Cttee	<ul style="list-style-type: none"> • 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. • To plan the PLD programme for the full year (Wed workshops and Thursday PLD sessions, including external inputs) • To implement the COL Achievement plan in relation to raising Maori and Pasifika achievement
Faculties	<ul style="list-style-type: none"> • To identify the specific contribution that the faculty will make to the achievement of the school goals and specific targets • To consistently implement the action plan and ensure appropriate support and progress evaluation procedure are in place • To ensure faculty staff are appraised appropriately (including coaching/mentoring and appropriate PD) to meet the school, faculty and personal goals
Individual Teachers	<ul style="list-style-type: none"> • 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 • To negotiate aligned personal goals and a professional develop plan consistent with those goals • To actively engage in the Teaching as Inquiry process

The Guidance Goals

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

Curriculum Delivery Goals

Year	Faculty	CR teacher
Y9 & Y10	<ul style="list-style-type: none"> • Promote/support TWT values and restorative culture in the CR. • Literacy/numeracy skills are explicit in all programmes • Establish/critique/support all faculty staff <i>Teaching as Inquiry</i> plans • 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 • Develop specific plans to support priority learners in targeted learner classes. 	<ul style="list-style-type: none"> • Be thoroughly conversant with student achievement data supplied and ensure programme is tailored to meet specific needs. • Ensure effective use of teacher aides with reference to each supported students IEP • Identify and plan for targeted students • Ensure subject specific literacy and numeracy skills are explicitly taught. • Develop <i>Professional Growth Cycle</i> inquiry, in consultation with HOF. • Action faculty plans and monitoring systems • Regularly use KAMAR pastoral to keep LAR informed of individual student progress and concerns, especially for targeted students • English teachers to constructively to develop programmes, to support school wide literacy that supported by LARs
Y11-13	<ul style="list-style-type: none"> • Review course achievement data and ensure all NCEA courses being delivered in 2020 are offering appropriate credits so that a student achieving at the 70% rate can still gain 16 credits (5X16= 80) • 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 • Have tight monitoring systems and specific mentoring/support systems for students in target groups, throughout the year. • Emphasise employability skills as part of all learning programmes • Collect and act on regular student feedback (on-line surveys) 	

Achievement in NCEA and UE: Naenae College

Generated 9-Feb-2021

PR2 - Enrolment Based Cumulative Overall Results

Naenae College

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
2016	47.6	67.2	44.7	28.4
2017	56.1	58.0	39.4	18.3
2018	42.6	65.0	49.1	28.4
2019	53.1	59.8	44.2	26.0
2020	61.1	66.4	58.1	29.0

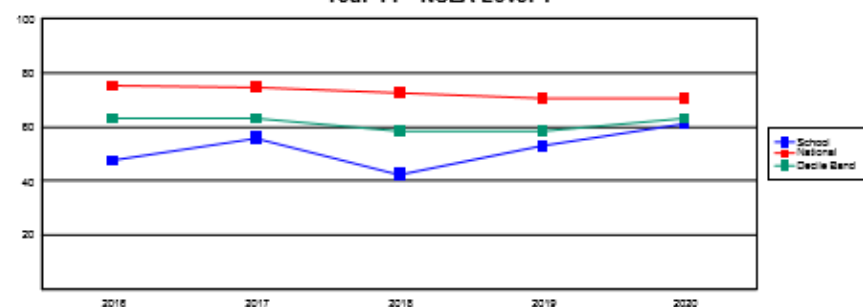
National

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
75.3	78.4	64.2	48.8
75.0	78.5	65.5	48.9
72.4	77.6	66.1	48.9
70.6	77.5	67.3	49.3
70.9	79.5	71.7	52.4

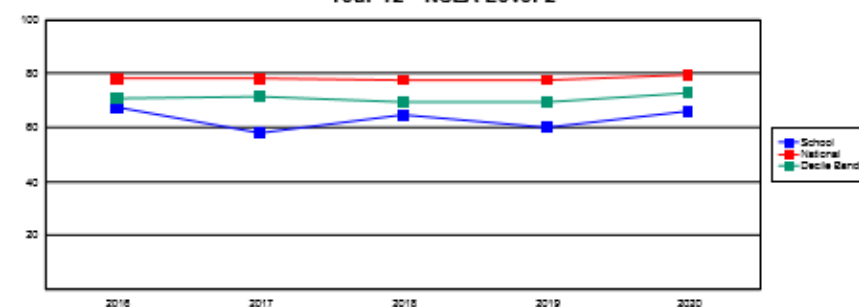
Decile 1-3

Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3	Year 13 UE
63.4	70.8	53.9	28.1
63.4	71.4	55.6	27.4
58.4	69.5	56.9	27.8
58.6	69.7	59.4	29.8
63.0	72.7	66.0	31.4

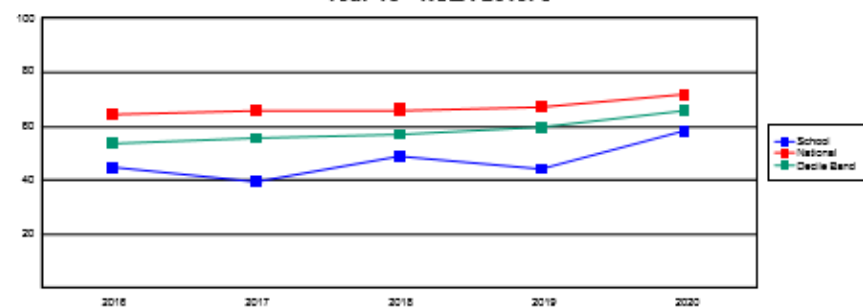
Year 11 - NCEA Level 1



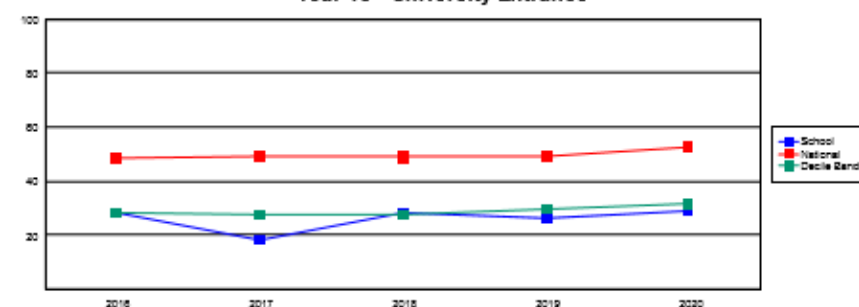
Year 12 - NCEA Level 2



Year 13 - NCEA Level 3



Year 13 - University Entrance



Achievement in NCEA and UE: Naenae College

Generated 9-Feb-2021

PR2 - Enrolment Based Cumulative Results by Ethnicity

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
Asian												
2016	61.1	64.3	52.4	42.9	77.7	76.9	68.9	58.8	82.2	80.3	69.5	51.0
2017	94.1	65.0	36.4	36.4	77.3	77.6	70.2	60.1	81.5	82.3	67.8	48.9
2018	36.4	88.9	57.1	38.1	76.9	77.3	70.5	60.1	79.2	81.3	71.8	50.8
2019	62.5	46.2	44.4	33.3	73.9	78.3	71.3	59.3	78.6	83.4	73.2	51.6
2020	75.0	78.9	55.6	22.2	72.4	79.4	76.1	62.8	82.4	84.6	80.4	51.3
European												
2016	56.3	76.0	54.7	41.5	80.8	82.2	68.6	55.6	71.6	73.2	57.3	37.4
2017	67.7	62.5	42.5	22.5	80.5	82.3	69.2	55.0	72.6	76.2	55.2	32.7
2018	50.0	66.1	50.9	39.6	78.0	81.5	69.9	55.0	65.9	75.0	58.2	35.2
2019	53.2	60.8	45.8	27.1	76.0	81.1	70.8	55.1	66.3	73.9	61.7	36.1
2020	64.4	61.1	62.5	37.5	75.1	82.7	74.2	57.9	68.3	75.2	65.3	38.8
Māori												
2016	35.3	69.8	42.9	20.0	63.2	70.9	50.2	28.1	56.1	66.9	47.0	19.1
2017	40.8	51.2	37.8	10.8	62.9	70.7	52.6	29.3	55.6	66.4	49.5	20.1
2018	38.6	42.3	33.3	3.3	58.4	68.6	52.9	29.3	50.7	63.2	49.6	20.0
2019	39.6	48.8	27.8	5.6	57.7	68.9	55.1	29.9	51.0	64.3	51.9	20.3
2020	52.7	57.9	41.2	17.6	59.3	71.0	60.4	33.3	54.8	66.3	58.4	24.4
Middle Eastern/Latin American/African												
2016	50.0	40.0	23.1	23.1	74.5	76.0	63.8	52.0	73.0	72.0	60.9	47.7
2017	37.5	40.0	40.0	20.0	76.5	76.5	64.6	51.0	72.5	73.1	58.5	43.1
2018	60.0	62.5	50.0	16.7	74.0	78.4	66.5	50.2	66.7	73.5	58.7	36.5
2019	50.0	85.7	60.0	40.0	67.5	75.5	68.3	52.0	65.3	69.6	68.7	42.0
2020	61.5	66.7	92.3	61.5	71.3	76.8	72.5	56.2	74.3	78.9	70.3	44.9
Other Ethnicity												
2016		100.0			76.6	80.4	57.3	45.8	73.8	72.5	47.6	26.2
2017	100.0	50.0	100.0		73.8	77.5	68.1	52.9	64.1	86.8	56.8	35.1
2018					72.9	75.9	63.6	50.8	65.2	66.7	47.9	22.9
2019			50.0		74.4	75.1	67.4	52.9	63.0	68.2	57.1	34.3
2020					74.2	80.5	74.7	55.6	57.4	75.6	84.1	34.1
Pacific Peoples												
2016	39.5	73.7	40.5	14.3	66.8	73.3	54.2	27.7	62.8	70.7	52.1	22.1
2017	49.1	52.6	41.7	13.9	67.1	73.9	58.9	29.3	62.7	72.0	58.2	23.8
2018	32.4	59.1	46.4	21.4	62.8	72.1	58.9	28.6	57.6	69.7	59.3	23.5
2019	65.9	54.8	36.1	16.7	61.8	71.3	60.3	30.3	58.2	68.9	60.9	26.7
2020	51.1	65.6	51.9	14.8	66.8	76.3	68.2	32.2	64.3	74.3	69.3	26.5

Internal Statistical Analysis

2020 NCEA Naenae College Results

2020 Naenae College provisional pass rate for Level 1 NCEA NZQA	Naenae College roll-based
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59.8%	
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	72%
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2020 Naenae College provisional pass rate for Level 2 NCEA	
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66.4%	
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	71%
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2020 Naenae College provisional pass rate for Level 3 NCEA	
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57%	
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	65%
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Board Goal:

1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.

**2020 students leaving Naenae College with
Level 2 NCEA or above.**

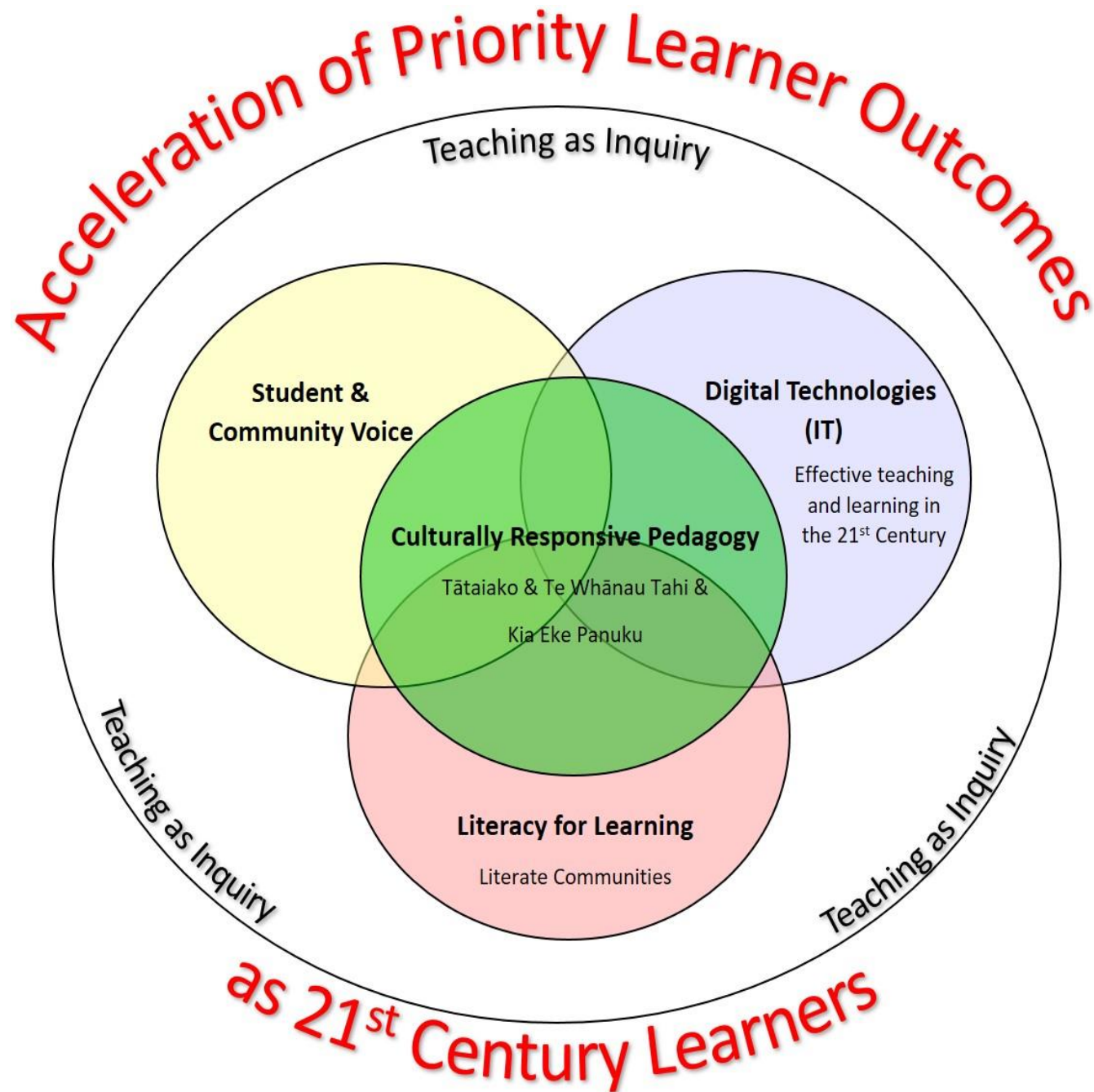
94%

Cumulative Results for NCEA Level 2 leavers

Naenae College in Wellington										
	<u>2016</u>		<u>2017</u>		<u>2018</u>		<u>2019</u>		<u>2020</u>	
	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate	Qty.	Rate
NCEA (Level 1)										
Year 11	68	49.3	87	57.2	55	45.1	76	55.1	96	62.7
Year 12	96	81.4	102	77.9	103	85.8	83	74.1	95	84.8
Year 13	122	86.5	87	83.7	100	86.2	93	89.4	82	88.2
NCEA (Level 2)										
Year 11	1	0.7	2	1.3					3	2.0
Year 12	80	67.8	76	58.0	78	65.0	67	59.8	75	67.0
Year 13	113	80.1	84	80.8	93	80.2	87	83.7	77	82.8
NCEA (Level 3)										
Year 11			1	0.7						
Year 12			3	2.3	1	0.8				
Year 13	63	44.7	41	39.4	57	49.1	46	44.2	54	58.1
University Entrance										
Year 11			1	0.7						
Year 12					1	0.8				
Year 13	40	28.4	19	18.3	33	28.4	27	26.0	27	29.0

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

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



2020 Goals			Whole School Goals delivery by Faculty	
1	All students will progress and achieve to their highest educational potential through quality teaching and learning, safe environments and positive relationships.	<p>1(a) All students attend school at least 90% of the time.</p> <p>1(b) More than 85% of our students leave with NCEA level 2, or move to further education or training.</p> <p>1(c) Level 1 NCEA pass rates will be at least at the national average of 72%</p> <p>1(d) A Pacific Achievement Plan is developed and introduced.</p> <p>1(e) Students in Te Whare Atawhai will experience appropriate progress and success.</p>	<p>Juniors - Maths</p> <ul style="list-style-type: none"> - Attention to transition from Intermediate - understand student needs to belong and be accepted, and set classroom culture accordingly - Assess students to assess their entry levels and plan lessons relevant to students - Build robust relationship with students and Whanau - Consult home - Set up Gmail mailing list for communication with parents - Work collaboratively with LAR teachers and Whanau heads - Set high expectations early - Course outlines to students - Adjust Year 10 courses to serve senior requirements - Target students just below average and help them gain confidence - Set a positive class culture - Stream Year 10 Maths classes where possible - Differentiated program for 10H - Provide opportunities such as Maths competitions and senior standards 	<p>Seniors - Maths</p> <ul style="list-style-type: none"> - Early detection of students at risk of not passing Numeracy and give appropriate intervention - Work with Whanau, ring home about assessment and reassessment - Review standards continuously to better meet student needs - Give extra help through tutorials and homework centre - Help them understand NCEA - Help students to choose the right senior Maths course for their pathways - Set personal goals in Maths - Make sure that students are placed in the right course - Communicate clear classwork and homework expectations - Set high expectations early - Help students understand UE requirements and what is required in Maths - Organise support on external exams
			<p>Juniors – Social Science</p> <p>1(a) The faculty revisited all of our junior unit plans and reviewed what was working and what was not. We wanted to give teachers greater autonomy with their planning to ensure that they could construct effective lessons that meet the needs of the students in their classes. All units are collaboratively</p>	<p>Seniors – Social Science</p> <p>1(a) As with the junior school, the H.O.F will be notifying the whanau of all students whose attendance is low at the end of each term. For students whose attendance is deemed to be at a critical level, the H.O.F will organise meetings with parents/guardians to help come with a plan.</p>

		<p>designed by the faculty to utilise the different skill sets that teachers have. We believe that engaging programs that are relevant to our learners is the key to raising attendance.</p> <p>At the end of each term all classroom teachers will identify students below 85% attendance. An email will be sent out to the whanau of those students from the H.O.F. informing them of the importance of attending school. We want to ensure that whanau are informed of attendance issues so that we can work together to increase attendance.</p> <p>1(b) and 1(c) In order to help raise achievement in NCEA we will look to ensure that junior programs introduce key ideas and skills that students will encounter in senior subjects. We have also introduced a portfolio approach to assessment. This will enable us to track the progress of our junior students more effectively and identify which students need more support. It will also give us a clearer picture of the literacy levels of junior cohorts, which will help us plan assessment tasks for NCEA that meet the needs of all students.</p> <p>1(d) Our Pacific plan evolves around culturally responsive pedagogy. We look for opportunities for our students to explore their own cultures in the classroom. We also look to discuss key social science concepts through Pacific contexts. For example, our migration unit explores the journey of Pasifika people to New Zealand, the obstacles they faced and their contribution to society. Topics</p>	<p>In the senior school we are also co-constructing our courses with students where possible. Our courses are flexible and offer students the chance to explore a range of different contexts. We believe that engagement is the key to attendance for most students and we are seeking regular feedback from students about our courses.</p> <p>We also believe that by co-constructing courses to increase engagement we will see a raise in achievement in NCEA. If students are interested in what they are learning they will be more motivated to complete assessment tasks</p> <p>1(b) and 1(c) In order to help raise achievement, we are looking to improve how we track student success. One method we will utilise is that all students who do not pass the first NCEA assessment will be noted down. The first faculty meeting of term two will be devoted to exploring the reasons why particular students did not pass. Part of this discussion will be about the suitability of courses. Our faculty will develop a range of Unit Standard resources that can be given to students who find Achievement Standards too challenging. These will be based around social science contexts and provide the flexibility needed to ensure that students are given work appropriate to their needs.</p> <p>The next method for improving assessment also relates to 1(d). We are currently examining how we assess our students and looking at being more flexible with assessment to meet the needs of our Pacific students. This includes offering oral assessments, as opposed to written. This is</p>
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			<p>within this,like the Polynesian Panthers, were well received by students.</p>	<p>building on the concept of Talanoa. We will look to create an environment where students feel comfortable and the contexts are relevant to the students.</p>
			<p>Juniors – Arts and Technology</p> <ol style="list-style-type: none"> 1. Raise grades by 3 sub-levels in Year 9 and Year 10 to enable students to be ready for NCEA Level One. 2. Actively and promptly follow pastoral process (attendance, behaviour and engagement) 3. Actively plan with Teacher Aides (LSP/SNU) for improved learning outcomes of students 4. Imbed TWT values within curriculum delivery <p>Performing Arts</p> <ol style="list-style-type: none"> 1. Use Talanoa actively within new learning contexts 2. Frontload new topics to priority learners where possible (PA) <p>Technology</p> <ol style="list-style-type: none"> 1. Develop junior DIT programs introduce practical hands-on activities (Lego creative sets, Edison robots) 2. Revise the Junior programs (esp. 9CICT) to include the new Digital Technologies curriculum. 3. Identify learning needs (Digital Fluency) early for junior students and develop the year 9 program to cater for these students. <p>Visual Art</p> <ol style="list-style-type: none"> 1. Evaluate and revise the new Junior option programmes for Y9+Y10 Design and Photography. 2. To ensure all junior programmes have learnt basic skills in Visual Arts whilst promoting a safe learning environment. 	<p>Seniors – Arts and Technology</p> <ol style="list-style-type: none"> 1. Build class profiles promptly and implement changes to courses based on results (challenging but achievable) 2. Ensure all courses offer at least 16 credits (Level 1), 12 credits (Level 2 / 3), 14 credits (UE). 3. Monitor student achievement regularly and intervene early with appropriate strategies 4. Flag priority learners for additional support to accelerate learning 5. Implement literacy support to raise level of achievement for written assessments and externals <p>Performing Arts</p> <ol style="list-style-type: none"> 1. Refinement of Māori Performing Arts and Cultural Performance within PAR322 (input from KIV and TAA) 2. PAR322 to become UE approved subject for 2020 (PA) <p>Technology</p> <ol style="list-style-type: none"> 1. Continue to implement the new Digital Technologies standards (last year for old Level 3) <p>Food Technology</p> <ol style="list-style-type: none"> 1. Raise engagement in courses via culturally responsive pedagogy. 2. Develop a pathway to guide interested students into the Hospitality Industry <p>Visual Arts</p>

			<p>Food Technology</p> <ol style="list-style-type: none"> 1. Evaluate junior programme to ensure it meets National Nutritional Guidelines. 2. Identify student learning needs and adapt programme to suit. 3. Promote the study of Food Technology as a Skill for Life and the development of Hauora. 	<p>1. Further develop the Graffiti Year 11 Programme.</p>
			<p>Juniors - Science</p> <p>Thinking with Evidence assessment to inform;</p> <ul style="list-style-type: none"> • teaching and highlight areas to be strengthened for individuals and classes. • highlight students who have skills to excel in Science. • of progress in Science Capabilities over the year and junior program <p>Use TwE and in class assessment to identify Te Awhina students, invite whanau to program launch with BBQ to highlight extra opportunities for rangatira in this group.</p> <p>Introduction of the Stile device led teaching program to our junior units. This program has been adapted to fit the cultural context settings of science education established within the Science department over the last 3 years.</p> <p>Review of junior units to establish overarching ethos of “kaitiaki” ie why is a rahui placed on certain activities at certain times etc.</p>	<p>Seniors - Science</p> <p>Continue tracking of SCI101 and SCI102 students to highlight those at risk of underachieving.</p> <p>Replace external assessments with internal assessments for those students who do not pass derived grade examinations.</p> <p>Targeting of students from data to ensure 14+ credits targets are met.</p> <p>All 201 and 202 course monitored and discussion with whanau and LAR teachers for those not achieving in line with expectations.</p> <p>Continue with SCI302 introduction as pathway to tertiary study.</p> <p>Introduction of SCI301 Science for university program.</p>
			<p>Languages</p> <p>Year 9</p> <p>Looking at making text purchases to replace outdated texts – aiming to increase the amount of</p>	<p>Seniors - Languages</p> <p>Best fit classes for students to ensure they have the chance to experience success. This includes</p>

			<p>New Zealand and Pacific texts. This will link with the TWT focus each term.</p> <p>Tracking of academic progress at the end of term 1 and then 5 weekly after that. As a staff, discussion around target students and strategies to help improve results.</p> <p>Year 10</p> <p>Looking at making text purchases to replace outdated texts – aiming to increase the amount of New Zealand and Pacific texts.</p> <p>Tracking of academic progress at the end of term 1 and then 5 weekly. As a staff, discussion around target students and strategies to help improve results.</p>	<p>the development of e new course – in reaction to feedback from staff and student results – where students will develop their English skills through the Core Generic, gain some maturity, before attempting Achievement Standards.</p> <p>Introduction of academic course with a specific focus on gaining UE Literacy.</p> <p>Best fit classes for students to ensure they have the chance to experience success. This includes the development of e new course – in reaction to feedback from staff and student results – Skills based course for students needing to develop their English skills, and skills that are transferable.</p> <p>Goals dependent on students’ next steps.</p> <ul style="list-style-type: none"> -Gaining UE Lit -14 credits before the exams. <p>Linking ideas from text studies to current world and New Zealand issues.</p>
			<p>Juniors - SNU</p> <p>Progress and success for our Juniors looks like:</p> <ul style="list-style-type: none"> • Transitioning successfully into SNU and Naenae College. On average for a SNU student this process takes about a year. Students learn the names of staff and students in the SNU and they learn the new routines and expectations of College. • Understanding that they are part of Te Whanau Tahi and the meaning in practise of the TWT values. 	<p>Seniors - SNU</p> <p>Progress and success for Seniors looks like:</p> <ul style="list-style-type: none"> • Beginning to show Rangatiratanga within the Unit, e.g showing Manaakitanga to younger and/or less able students • Showing independence - managing themselves, their behaviour, their timetable, their equipment • Taking part in the Transition process which prepares them for life beyond College

			<ul style="list-style-type: none"> Students attend regularly and take part in as many learning experiences as possible. Some students with attend some main school classes (with support) 	<ul style="list-style-type: none"> Taking responsibility within the Unit and around the College e.g recycling programme, leading class meeting, setting up equipment Some students will gain credits in main school classes Some students will achieve NCEA qualifications
			Juniors – Learning Support <ul style="list-style-type: none"> Year 9 students with SLD are identified from the data and information gathered from the contributing Intermediate schools. A supported learning class is created at Year 9 and Year 10 and these students access the same curriculum subjects but their core teachers differentiate work to enable these students to achieve at their respect levels. In class Teacher Aide support is provided to this group of identified students to assist them in accessing the curriculum. The in class Teacher Aide support is also available to all students in that classroom. Identified students are provided with SAC trials throughout their Year 9 and Year 10 schooling, for all tests and assessments. 	Seniors – Learning Support Senior students are identified from previous years data and results and are placed in the Lit 100 English class. <ul style="list-style-type: none"> Appropriate Unit Standard programmes are created and units offered which are adapted to enable students at Year 11 to meet their literacy requirement to gain NCEA Level 1. Units are presented in booklet formats for each of the standards with the work broken down to make the requirements of each standard achievable for each student. This class number is kept to a size to enable each student easier access to one on one support from the teacher. SAC applications are made for students who trialled these conditions in junior school.
			Juniors - PED 1 (a) - Liaise with LARS when students' attendance in PE/Health drops below 90%. Support LARS by	Seniors - PED 1 (a) - Liasie with LARS when students' attendance in PE/Health drops below 90%. Support LARS by

			making contact with home to find out reasons for poor attendance in our subject.	making contact with home to find out reasons for poor attendance in our subject. 1 (b) - Improve our L2 leavers pass rate average across the 2 x L2 courses; SPD302 & PED301 from 86% to 90% 1 (c) - Improve our L1 NCEA pass rate average across the 3 x L1 courses; SPD102, PED101 & SVACDY from 81.2% to 85%
2	Our Māori students will enjoy and achieve educational success as Māori.	<p>2(a) Whānau and iwi are regularly consulted to identify learning needs and collaborative approaches, and we feedback again to them.</p> <p>2(b) Delivering highly engaging programmes, with quality review processes for continuous improvement.</p>	<p>Junior - Maths</p> <p>Build productive partnership with Whanau to understand Māori students, frequent home contact and seek advice from Whanau</p> <p>Develop/Use tasks relevant in context</p> <p>Whanaungatanga activities, implement Bobby Maths tasks and share outcomes and ideas</p> <p>Use Te Reo Māori and Whakatauki in class</p> <p>Know and pronounce student names properly</p> <p>Recognise leadership of Māori students</p> <p>Understand Māori culture and encourage students to bring their experiences to classroom</p> <p>Use assessment tasks written in Māori context</p>	<p>Seniors - Maths</p> <p>Gather Māori student voice to meet their needs</p> <p>Use Te Reo Māori and Whakatauki in class</p> <p>Value student cultures and encourage them to use their cultural knowledge</p> <p>Offer opportunities to Māori students to show leadership</p> <p>Review the standards constantly to check if they are relevant to students</p>
			<p>Juniors and Seniors - Social Science</p> <p>2(a) In both the senior and junior school we are looking to strengthen our relationship with whanau through improved communication. Our goal is to work with whanau to help increase student achievement. Building closer connections with iwi is the next step to ensure we are meeting the needs of our Māori learners.</p> <p>2(b) Like our Pasifika learners, we believe our Māori students will benefit from the implementation of culturally responsive pedagogy. This includes:</p> <ul style="list-style-type: none"> • making sure the topics we study in class are relevant to the needs of our students • offering different methods of assessment • giving Māori students the chance to explore issues relevant to them 	

			<ul style="list-style-type: none"> ensuring staff have a solid grasp of key cultural concepts providing space for students to express themselves as Māori.
		<p>Juniors - Arts and Technology</p> <ol style="list-style-type: none"> Imbed TWT values within curriculum delivery Curriculum review for junior courses to provide robust and engaging course content in response to CR and support for priority learners Gather student voice regularly during course Identify aspiring students early who could be extended or supported <p>Performing Arts</p> <ol style="list-style-type: none"> Implement further consultation with Whanau and iwi for Performing Arts; respond to student feedback for courses and student tracking with whanau Provide further opportunities for collaborative learning opportunities, visiting performers and mentors from our local community Outreach to Kahui Ako to share Performing Arts opportunities to strengthen community ties and promote learning in the Arts across the COL. <p>Technology</p> <ol style="list-style-type: none"> Develop a new year 9 ICT program to run in parallel with the 9MAO class, incorporating the new Mineraft (Ngā Motu World). <p>Food Technology</p> <ol style="list-style-type: none"> Create culturally authentic and responsive learning opportunities <p>Visual Arts</p>	<p>Seniors- Arts and Technology</p> <ol style="list-style-type: none"> Gather student voice to ensure courses are meeting their expressed learning needs. Curriculum review for junior courses to provide robust and engaging course content in response to CR and support for priority learners Identify aspiring students early who could be extended or supported Culturally responsive teaching and learning. Promote a safe classroom environment where ideas are acknowledged, resources are meaningful and student identity is celebrated. Personalised learning programmes. <p>Performing Arts</p> <ol style="list-style-type: none"> PAR322 to implement collaborative UOLs with Samoan and Te Reo Language classes (KIV, TAA and MH) to provide authentic learning and provide further assessment opportunities. Senior level Music to work collaboratively with Senior Drama towards production Senior Drama to redesign course in response to results; adding Media and Film UOL, with assessment opportunities for production, sound and lighting. <p>Food Technology</p> <ol style="list-style-type: none"> Provide meaningful pathways for Level 2 and 3 Catering and Hospitality students.

			<p>1. Provide opportunities for collaborative art projects, work in partnership with the schools local iwi Te Atiawa, Naenae community, and local Māori artists to develop a highly engaging unit relevant to the student environment.</p>	<p>2. Provide valid courses in this curriculum area which meet expressed student need.</p> <p>3. Provide extension opportunities for senior students through Gateway, WELTEC Courses and Dine Academy.</p>
			<p>Junior - Science</p> <p>Use TwE and in class assessment to identify Te Awhina students, invite whanau to program launch with BBQ to highlight extra opportunities for rangatira in this group.</p> <p>Introduction of the Stile device led teaching program to our junior units. This program has been adapted to fit the cultural context settings of science education established within the Science department over the last 3 years.</p> <p>Review of junior units to establish overarching ethos of “kaitiaki” ie why is a rahui placed on certain activities at certain times etc.</p>	<p>Seniors - Science</p> <p>Continue tracking of SCI101 and SCI102 students to highlight those Māori and Pasifika students at risk of underachieving.</p> <p>Replace external assessments with internal assessments for those students who do not pass derived grade examinations. Done in partnership with parents and only after consultation with LAR and whanau.</p> <p>Targeting of Māori and pasifika students from data to ensure 14+ credits targets are met.</p> <p>All 201 and 202 courses monitored and discussed with whanau and LAR teachers for those not achieving in line with expectations. ie not achieved on first internal assessment leads to meeting with whanau.</p> <p>Continue with SCI302 introduction as pathway to tertiary study.</p>
			<p>Languages</p> <p>Common assessment tasks undertaking at similar times to allow for closer tracking to that place. Use of ‘sign me’ to help build relationships around building success.</p>	<p>Languages</p> <p>Expectation of co-constructed ‘theme’ with students, either as a year focus or per term focus.</p>

			<p>Common assessment tasks undertaking at similar times to allow for closer tracking to that place. Use of 'sign me' to help build relationships around building success.</p>	<p>An increased use of New Zealand and Pacific texts, and assessments from NZQA adjusted to suit the students.</p> <p>Deliberate exploration of issues/ideas linking to New Zealand/Pacific. An increased use of New Zealand and Pacific texts, and assessments from NZQA adjusted to suit the students.</p> <p>Deliberate exploration of issues/ideas linking to New Zealand/Pacific. An increased use of New Zealand and Pacific texts, and assessments from NZQA adjusted to suit the students.</p> <p>Deliberate exploration of issues/ideas linking to New Zealand/Pacific.</p>
			<p>Junior - SNU</p> <ul style="list-style-type: none"> • familiarity with the school waita and the National Anthem in both languages • take part in Te Reo Māori lessons when available • Whanau are consulted through IEP meetings, regular communication with staff through phone calls and communication books, use of learning platform: Educa 	<p>Seniors - SNU</p> <ul style="list-style-type: none"> • are encouraged to lead karakia at SNU events • are encouraged to have tuakana/teina relationships with other members of our community
			<p>Junior – Learning Support</p> <ul style="list-style-type: none"> • Whanau of Year 9 students are consulted in regards to admission to the Learning Support class. • Whanau are consulted and kept informed where necessary in regards to student progress 	<p>Seniors – Learning Support</p> <ul style="list-style-type: none"> • Whanau are consulted and kept informed where necessary in regards to student progress via collaboration between LSP, Guidance, SLT, Whanau Heads and LAR staff.

			<p>via collaboration between LSP, Guidance, SLT, Whanau Heads and LAR staff.</p> <ul style="list-style-type: none"> • RTLB and other outside agencies are involved with parent consent as required. • Whanau are informed of student progress via school wide reporting processes. • Courses are designed for junior Learning Support class in consultation with HOD English and Social Studies. • Teacher Aides support students within the classroom setting and also for SAC trials for tests and assessments. 	<ul style="list-style-type: none"> • Outside agencies are involved with parent consent as required. • Whanau are informed of student progress via school wide reporting processes. • Courses are designed for Senior Learning Support class in consultation with HOD English. • Units of work are designed to enable students who have SLD to easily access the requirements of each Unit Standard. • Smaller class size enables students to access a higher level of one on one support from the classroom teacher. • Devices are made available to all students in this class to assist them with their classwork and assessments. •
			<p>Juniors - PED</p> <p>2 (b) Continue to deliver culturally responsive lessons/units where classes are mixed by way of; differentiated in terms of ability, student interests.</p> <p>2 (b) Unit evaluations within department based on student feedback and teacher observations</p> <p>2 (b) Student evaluations of teaching practice with focus on culturally responsive pedagogy</p> <p>2 (b) At parent/teacher interviews, parents and students given the PE/Health program for the year. Suggestions from parents/students are noted. Also report comments are to reflect how they are achieving ie demonstrations of TWT values, engagement, curriculum levels</p>	<p>Seniors - PED</p> <p>2 (a) Contact home where high risk students are concerned ie attendance, under achievement, and ongoing monitoring/tracking</p> <p>2 (b) Students at L2 (SPD202/PED201) & L3 (SPD302/PED301) will be directed/guided into the right standard based on their interests and/or abilities. These classes are taught in the same line so we have the flexibility to do this.</p>

3	Students, staff, whānau, Pacific 'āiga and community experience a sense of belonging because we live our Te Whānau Tahī values	<p>3(a) A community engagement plan is developed and introduced.</p> <p>3(b) Te whanau tahi values are evidenced through the culture and practices of the school.</p>	<p>Juniors - Maths</p> <p>Te Whanau Tahī values reinforced consistently where appropriate</p> <p>Consistent classroom routine</p> <p>More communication with Whanau through reports and conversations</p> <p>Display picture of cultural contexts</p> <p>Consultation and conversation with Pasifika community to develop clear picture of what is desired/needed.</p>	<p>Seniors - Maths</p> <p>Encourage students to work collaboratively</p> <p>Show teacher's interest and curiosity about the cultures</p> <p>Ask students to find out or learn about their cultures</p> <p>Promote collaboration in class and encourage them to include different cultures or opinions</p> <p>Display positive attitude towards Pacifica cultures</p> <p>Listen to and value learners' views</p> <p>Work with Whanau to monitor student progress</p>
			<p>Juniors – Social Science</p> <p>3(a) Our faculty has several methods of engaging with our community. Firstly, in junior social studies all students will be involved in some elements of place based learning. This includes exploring Māori stories around the origins of Naenae, trips to Boulcott farm and engaging with a range of social issues that impact our community. As part of our Whanaungatanga unit we want our students to understand that Naenae is a special place and our students can have a positive impact on our community.</p> <p>3(b) In social science we look to integrate TWT into our teaching programs. For example, in term one the first unit for Year 9 students is Whanaungatanga. We look to explore what this value looks like in the context of our subject area. We do not want our values to be expressed solely through behaviour management but to be a regular part of our classroom routines, discussions and lessons</p>	<p>Seniors – Social Science</p> <p>3(a) As with our junior program, our senior programs have elements of place based learning. We also look to utilise experts in our community that can help our students develop their understanding of complex topics.</p> <p>3(b) Like the juniors, we want our seniors to develop an understanding of our core values beyond the classroom. This means looking for opportunities to explore what our values look like in the context of the social sciences.</p>

			<p>Juniors – Arts and Technology</p> <p>1. Build Whanaungatanga into introductory units of learning (to foster relationships within the class and with teachers)</p> <p>2. Continue to develop a work environment where staff feel supported. (Admin, Classroom management)</p> <p>Performing Arts</p> <p>1. Consult with community to provide visiting mentors: eg Atiawa Fm, whanau/iwi ties to the Arts</p> <p>2. Music Students regularly engage with learning TWT school song and haka used for Powhiri and school events.</p> <p>Food Technology</p> <p>1. Engage with whanau, aiga and community as a resource/ taonga and expertise.</p> <p>Visual Arts</p> <p>1. Adhere to all aspects of Te Whanau Tahi values in all Visual Art programmes with teachers and students showing an influence and setting an example.</p>	<p>Seniors – Arts and Technology</p> <p>1. Build Whanaungatanga into introductory units of learning where appropriate (to foster relationships within the class and with teachers)</p> <p>2. Develop activities for students to work together and become tutors.</p> <p>3. Continue to develop a work environment where staff feel supported. (Admin, Classroom management)</p> <p>Performing Arts</p> <p>1. PAR322 using Tuakana-Teina to support Māori Performing Arts and Cultural Performance; L3 students supporting L1-L2 students with Dance and Music rehearsals</p> <p>2. Drama to build on last year's success with student devised performances (Apiya Kim's play) and host Drama assessment evenings throughout the year along-side Music's Puoro Po (Music evenings)</p> <p>3. Big Sing, Polyclub, Barbershop and Kapahaka to continue to provide Cultural experiences to promote Hauora/wellbeing and inclusive opportunities to strengthen Whanaungatanga and Mana/sense of pride in our school community.</p> <p>Food Technology</p> <p>1. Engage students in authentic cultural experiences which promote Manaakitanga and personal mana and Hauora e.g. Multicultural Day Food preparation.</p>
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				<p>2. Select Unit Standards which are relevant to our students and have a practical multicultural focus and application.</p> <p>3. Actively seek student voice on authentic food and cooking experiences in their own whanau and community.</p>
			<p>Juniors - Science</p> <p>Use TwE and in class assessment to identify Te Awhina students, invite whanau to program launch with BBQ to highlight extra opportunities for rangatira in this group.</p> <p>Continue to review junior units against a framework of cultural context and inclusion of all cultures, beliefs and genders.</p> <p>Introduction of Kawakawa tea ceremony and development of Rewana Bread unit.</p>	<p>Seniors - Science</p> <p>Continue with SCI302 introduction as pathway to tertiary study.</p> <p>Review SCI302 course with students to establish what worked well and what are the particular challenges faced by students in this course from all backgrounds.</p> <p>Introduction of SCI301 Science for university program.</p>
			<p>Languages</p> <p>Expectation of TWT contracts with all junior classes. This will be co-constructed with the students.</p> <p>Letter home (sign me) at the start of the year regarding focus and expectations around ongoing reading. Followed up each term regarding progress.</p> <p>Embedding system in the faculty to ensure staff are tracking attendance, contacting home and entering pastoral notes. Expectation of TWT contracts with all junior classes. This will be co-constructed with the students.</p>	<p>Languages</p> <p>Embedding system in the faculty to ensure staff are tracking attendance, contacting home and entering pastoral notes.</p> <p>Embedding system in the faculty to ensure staff are tracking attendance, contacting home and entering pastoral notes.</p> <p>Students choose assessments at various points in the year, dependent on their interests and needs. This includes consideration of their next steps beyond school and requirements of further study or not.</p>

			<p>Letter home (sign me) at the start of the year regarding focus and expectations around ongoing reading (AS1.10 is offered to the students). Followed up each term regarding progress.</p> <p>Embedding system in the faculty to ensure staff are tracking attendance, contacting home and entering pastoral notes.</p>	
			<p>Juniors - SNU</p> <p>Te Whanau Tahi values are promoted every week at our Class Meeting.</p> <ul style="list-style-type: none"> • TWT cards are awarded by staff for showing the values during the week • A focus value is chosen for the week and reinforced in class • A special SNU TWT award is given to the student who showed outstanding practise of this value at the following meeting. <p>Base class - every school day begins and ends with a 30 minute session in our base classes. This promotes strong relationships and communication in this core group. We go through the timetable together, and at the end of the day we review what has gone well.</p> <p>Currently we are in the process of implementing a new assessment system, Narrative Assessment. This will focus students, staff and the programme around the IEP goals of each student. Progress will be recorded through learning stories on our digital platform, Educa. This means that</p>	<p>Seniors - SNU</p> <p>Our senior students are supported in learning life skills e.g.</p> <ul style="list-style-type: none"> • health and well-being, including relationship skills, personal hygiene, understanding emotions, sexuality • some are supported community experiences, e.g. going to the library, playing indoor bowls with members of the Naenae bowling Club, work experience • Senior students are supported through the transition process with - regular transition classes, visits to tertiary programmes and providers for students with special needs • leisure skills, e.g positive and constructive activities to do in your spare time e.g. gardening club, outdoor games, going for walks, crafts

			students, staff and whanau can all interact digitally around student learning and progress.	
			Juniors – Learning Support <ul style="list-style-type: none"> Te whanau tahi values are taught at Year 9 and revisited again in Year 10 as a part of the English and Social Studies curriculum via the introductory units for each year level. Classroom practice incorporates and reinforces these values. 	Seniors – Learning Support <ul style="list-style-type: none"> Students are reminded of the Te whanau tahi values at the beginning of the year. Classroom practice – working in groups, respectful sharing of ideas in classroom discussions, reinforce these values throughout the year. Posters on the classroom walls are a constant reminder of the expectations for students to adhere to these values.
			Juniors - PED <p>3 (a) The use of outside providers to provide PE/Health specialised coaching/expertise ie Baseball, Mates & Dates (not sure about delivery of this program in 2020), but offer other Health initiatives</p> <p>3(b) - Our TWT values are (already) fully embedded in our department practice;</p> <ul style="list-style-type: none"> In our classrooms we are always making reference to the 'tangas' and the students are asked how they are demonstrating the tangas in PE/Health Specific 'tanga' focus either in each class or weekly Visuals (posters) of TWT (& KCs) around the gyms and in the pavilion 	Seniors - PED <p>3 (a) Early visits to tertiary providers so that students can 'see' potential pathways in sport specific courses</p> <p>3 (b) - Our TWT values are (already) fully embedded in our department practice;</p> <ul style="list-style-type: none"> In our classrooms we are always making reference to the 'tangas' and the students are asked how they are demonstrating the tangas in PE/Health Specific 'tanga' focus either in each class or weekly Visuals (posters) of TWT (& KCs) around the gyms and in the pavilion