



# Naenae College



2022  
Prospectus





## The Enrolment Process 2021-2022

**“One thing I love about Naenae College is our supportive and inclusive culture”**

FRIDAY 17 SEPTEMBER

### Enrolments Due

Post completed enrolment forms to the College or deliver to your current school office. Acceptance letters will be posted within 10 days. You are most welcome to request a personal enrolment meeting. Please contact Fiona Crawford, Assistant Principal Junior School, on 04 576 7175 to arrange this.

TUESDAY 19 OCTOBER

### Information Evening for parents

7.00pm in the College Hall. Information will be given about option choices, Family Guide, uniform and stationery details.

THURSDAY 21 OCTOBER

### Orientation Morning

For all enrolled students. Information about option subjects will be given out and students will choose their options. 9.45am – 12.45pm.

AFTER 29 OCTOBER

### Senior staff visits

Senior staff visit contributing schools to gather detailed information about your child.

### Family Interviews

These may be arranged in circumstances if we need more information.

This prospectus does not cover all the rules, regulations, uniform requirements and details of College life. This information will be provided in a 'Family Guide' available on the website. It is also available on the school website. If you would like further information or wish to visit the College please call 04 567 7175 or email [admin@nnc.school.nz](mailto:admin@nnc.school.nz).



# Welcome to Naenae College

**Kia ora, suor sdei, Kia orana, malo e lelei, bula vinaka, marhaban, namaste, min-ga-la-ba, kumusta, muraho, talofa, iska waran, selam malo n'e.**

Naenae College anticipates a roll of over 800 students in 2022 with our current role of 35% Maori, 21% Pasifika, 24% European and 20% other nationalities. The college currently enrolls 20 adult education students and 20 in a Year 12 service academy. We embrace and celebrate our diversity.

In 2020, of students graduating from Naenae College, 94% passed NCEA Level 2, 65% achieved NCEA Level 3 and 29% gained University Entrance. Certificate endorsements at Merit for NCEA Levels 1 and 2 were higher than the national rate for similar colleges. This is in spite of a challenging COVID-19 year.

In 2020, Naenae College undertook a review, revise and renew process of curriculum development. This process continues to reflect the needs, interests and aspirations of all students and the community. The college is well led and soundly governed.

'Big Picture Schooling' is the overarching concept developed to articulate the college's curriculum. Three concepts underpin this vision linked to the head, heart and hands, encompassing achievement, shared values and contribution. The college demonstrates an inclusive and open environment underpinned by positive and reciprocal relationships.

We are identified as a school of quality practice in raising the engagement and achievement of Māori and Pasifika students under initiatives such as phase 3 Ka Hikitia and Tapasā while offering a richly diverse cultural experience for all students.

I invite you to come on this exciting journey with us, so that we can learn and grow together. I encourage you to read this Prospectus in detail and come to our Orientation Morning, 20 October 2021 in the College Hall. Which includes a tour of the College.

*Nic Richards*  
Nic Richards

PRINCIPAL

Email: [rs@nnc.school.nz](mailto:rs@nnc.school.nz)



Alex Maehe  
DEPUTY PRINCIPAL



Fiona Crawford  
ASSISTANT PRINCIPAL  
JUNIOR SCHOOL



Chris Taylor  
ASSISTANT PRINCIPAL  
SENIOR SCHOOL

Nic Richards  
PRINCIPAL

Mr Richards began his teaching career in the Waikato, after graduating from Otago University and Christchurch College of Education. He and his wife Michelle then spent four years teaching English in Japan. On their return to New Zealand Mr Richards continued to teach English at a variety of Secondary Schools including single sex schools, a special character integrated Catholic School and as Deputy Principal and Acting Principal of an Area School. All these experiences shaped his strong moral belief that education is a powerful opportunity for transformative change in the lives of students and their communities.

In 2008 Mr Richards took up middle and senior leadership positions culminating in becoming Deputy Principal at Naenae College. Their reputation for innovation, diversity and success, and the student-centred nature of the school, inspired him to be a part of their exciting journey.

A committed life-long learner Mr Richards has a Master of Education degree from Massey University which he earned while working full-time. He is passionate about building a school community of whānau, teachers and students. His vision is that in the spirit of ako, all learners develop the capacity to contribute positively and productively to their community and Aotearoa/New Zealand society.

As Principal, Mr Richards expects Naenae College students to achieve their very best and believes the special character of the school's Te Whānau Tahi values strongly supports this. He is committed to working with his team, the Board, and the community to create a breadth of opportunities for Naenae College students to develop their confidence, talents and skills, and to help ensure that their full potential is recognised and realised.

The mahi must be done, then we can share in the success.

**Kia ihi kia maru.**





# About our School

Naenae College is a co-educational Secondary school with a current roll of approximately 750 students of diverse ethnic and social backgrounds. This diversity is a matter of pride and enjoyment.

## What makes us so special?

With some 40 nationalities on our roll, we absolutely embrace and celebrate our diversity. Rather than being problematic, it is a rich learning opportunity for us all. Our overriding statement of value is summed up in the phrase ‘Te Whānau Tahi’ (The United Family). This is also the name of our College Marae and our Kapa Haka group.

We talk all the time about ‘unity in diversity’. We first acknowledge the Tangata Whenua of Aotearoa and our bicultural heritage. Then we 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. Mutual respect is the cornerstone value. We have a wonderful opportunity to learn from one another.

## Facilities

The school is located on an expansive 12 hectare site with excellent sports fields and courts and pleasant lawns and gardens. We take pride in our environment.

We focus our thinking and our heart commitment on realising the potential of our students. We recognise the cultural capital they bring which is diverse, rich and resilient. We learn with and from our students in a spirit of partnership. We embrace the concept of Ako - the reciprocity of teaching and learning. We have an absolute belief that we can make a difference and are doing just that.

### Diversity is Wonderful



\* Other: Latin American, Columbian, Afgani, Syrian, Indian, Other European

\*\* Other Pacific: Fijian, Tuvaluan, Niuean, Tokelauan, Tongan, Cook Island.

Our facilities include:

- Newly built modern music facility -Te Ha Puoro
- 3 Computer Suites plus 300 chromebooks
- High quality ultra-fast Wifi network
- Newly upgraded Drama suite
- Library with supporting IT facilities
- 2 Gymnasiums
- 5 Science laboratories
- 2 Technology Laboratories
- Workshops
- 2 Art rooms and a Photography/ Design Suite
- Marae with Wharenuī and Wharekai
- Modern Special Needs Unit
- Learning Support Centre
- Student Health Centre with a nurse, doctor and physiotherapist
- Careers and Guidance Centre
- Student cafeteria, Catering Academy and school kitchen
- Services Academy
- New Toilet Facilities

## Living and Learning: Big Picture Schooling

In 2013 we adopted the ‘Big Picture Schooling’ model which connects our **Heart** commitment to our core values, our **Head** commitment to academic achievement and our **Hands** commitment to attendance and engagement in a full range of activities and service to others to ensure we all live, learn and grow together.



‘Our teachers encourage us to be strong in our own identity and help us to open up our eyes to big possibilities’

### 1. Core Values

- Whānaungatanga: *relationships*
- Manaakitanga: *caring*
- Rangatiratanga: *working together*
- Pumanawatanga: *atmosphere*

We call these our Te Whānau Tahi (United Family) values. We actively teach these core values through our whānau system and in all classes. They are the most important thing in the school. This strengthens our engagement and achievement and has made a huge difference to the culture of the school in recent years.

### 2. Classroom teaching

Learning happens when there is a strong relational bond between teachers and students. Learning must be connected to the wider world. Students bring their prior knowledge and cultural understandings to their learning and this is embraced. Teachers are learners and learners are teachers. We learn from one another.



### 3. Whānau guidance system

Students are placed into one of four Houses that we call **Whānau**.

- Amo**: Strong and steadfast
- Maihi**: Outstretched, welcoming arms
- Koruru**: Thinking and acting with wisdom
- Tokomanawa**: Getting to the heart of the matter

The **Whānau Heads** are responsible for the pastoral care, guidance and academic progress for all students (Years 9 to 13) in their Whānau. This is a quarter of the school each. Students are placed in year level groups with 16–18 students led by a **Learning Advisor** who sees their students for 40 minutes 4 days each week and stays with the same group of students throughout their time at College.

This Learning Advisory time includes assemblies, a structured learning programme and inter-group activities and competitions. It is active engagement time.

This model is aimed at ensuring every student has a strong sense of belonging and someone who is ‘committed for life’ to their successful journey through school, constantly monitoring their progress and working in close partnership with the family. It is also aimed at students enjoying a strong identity as part of a Whānau, with leadership and involvement opportunities.

Each Whānau has a team of 4 Prefects who provide leadership and 8 mentors who are attached in pairs to the junior Learning Advisory groups.

#### IT SOUNDS LIKE THIS:

What honestly happened?  
Who was affected by this behaviour?  
What steps can you take to put this right?  
How do we make sure it does not happen again?  
Do you need help with this?

### 4. Restorative practice

We strive to develop and maintain high trust respectful relationships that reflect our core values at all levels in the college. This includes all adults as well as students. All staff are trained to use a restorative approach in dealing with student behaviours.

We include parents/whānau in this process whenever appropriate and we accept that sometimes adults get things wrong and have to put things right too. This process demands a high level of personal accountability. If students are not genuinely willing to engage in this process, then we use other formal accountability approaches (including stand-downs and suspensions) to ensure the safety of the school environment at all times.

### 5. The daily timetable

**Monday, Tuesday, Wednesday, Friday**

|          |                       |
|----------|-----------------------|
| 8.45 am  | Period 1 (90 minutes) |
| 10.20 am | LAR (30 minutes)      |
| 10.50 am | Interval (25 minutes) |
| 11.15 am | Period 2 (90 minutes) |
| 12.50 pm | Ka Ora (15 minutes)   |
| 1.05 pm  | Lunch (30 minutes)    |
| 1.35 pm  | Period 3 (90 minutes) |
| 3.05 pm  | School finishes       |

**Thursdays only - late start**

|          |                         |
|----------|-------------------------|
| 8.25 am  | Staff Prof. Development |
| 9.25 am  | Period 1 (90 minutes)   |
| 10.50 am | Interval (25 minutes)   |
| 11.15 am | Period 2 (90 minutes)   |
| 1.05 pm  | Lunch (30 minutes)      |
| 1.35 pm  | Period 3 (90 minutes)   |
| 3.05 pm  | School finishes         |

### Alex Greenfield HEAD BOY 2021

*I am incredibly humbled and privileged to call Naenae College my home. I have been blessed with so many amazing opportunities right from year 9 to grow and develop myself and extend my capabilities as a leader and as a representative of Te Whānau Tahi. Naenae College has been so influential in shaping the person I am today and I am forever grateful.*

*When I first started at Naenae College, I was extremely nervous, yet those nerves quickly calmed down as I was immersed in the culture of Te Whānau Tahi. I came to understand within my first few months of attending Naenae College that the 5 core values are not just writing on the wall - the staff and students truly embody them. With the support of my teachers and peers, I quickly found my feet and was able to benefit from many life changing experiences. Over my years I have learnt and achieved so much, and I have no doubt you will too.*

*If it wasn't for the Naenae College community I wouldn't be the person I am today. Kia Ihi Kia Maru, Be strong, Be steadfast in your Identity.*

### Auauna Saolotoga HEAD GIRL 2021

*Four years ago, I began writing one of the most transformative chapters of my life: my journey at Naenae College. The beginning of the chapter started with a nervous, but really excited little Year 9 girl who couldn't wait to seize every opportunity here. Naenae College has provided me with new and exciting experiences, unforgettable memories, amazing teachers, cherished friends, and the privilege and honour of being the Head Girl for 2021.*

*When you come to Naenae College you will be transformed by the many experiences you choose to take. Michelle Obama said it best: “For me, becoming isn't about arriving somewhere or achieving a certain aim. I see it as a forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn't end.” I'm still on that journey to improving myself but I wouldn't have made it this far without the love and support of my family and friends, and our Te Whānau Tahi values. Come join our whānau.*



# Junior School

The junior curriculum contains a range of exciting opportunites for Year 9 and Year 10 students.

## Year 9 Learning Programme

We have seven classes in Year 9:

- Seven classes are evenly balanced, mixed ability classes based on data and advice from contributory schools. Classes are not based on student or parental choice. We do offer a female and male class.
- One class is smaller and provides Learning Support for students who need significant help with their literacy and numeracy.

All classes place priority on:

- Te Whānau Tahi relationships
- Reinforcement of key competencies
- A focus on literacy and numeracy in all subjects
- Agreed pedagogical practices - learning intentions, success criteria, quality feedback
- Appropriate use of technology
- Sharing student assessment data to improve outcomes

“If you are looking for a place with strong values and an amazing learning atmosphere, Naenae College is the place for you.”

## Subjects

Everyone studies:

- English
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Te Reo Māori
- Digital Technologies

We believe in giving our Year 9 students some choice about what they want to study. Students can choose from the following Option courses. They choose three options in addition to the compulsory Māori course.

| Technologies                                      | Arts                  | Languages                            |
|---|-----------------------|--------------------------------------|
| Hard Materials<br>Foods<br>Business Studies       | Art<br>Drama<br>Music | Māori<br>Samoan<br>Spanish           |
| P.E + Health                                      |                       | Social Studies                       |
| Hauora wellbeing<br>Outdoor Education<br>Services |                       | Myth + Storytelling<br>Media Studies |

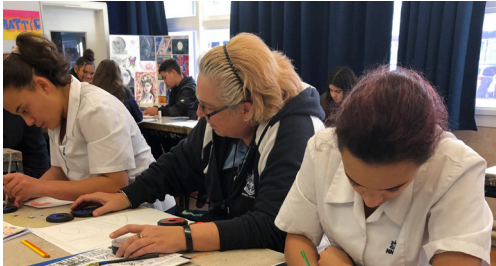


‘Think Global, Act Local’  
MY ASPIRATIONS, MY LEARNING,  
MY BELONGING

Students may be identified as needing ESOL, Literacy or Numeracy support which will be provided.

## Inquiry Learning

All Year 9 students are exposed to the inquiry learning model. The model is based on students pursuing areas of interest that provide authentic contexts for learning within the curriculum scaffolded by teachers to produce high quality, deep learning outcomes. We expect to work in this way on an increasing basis in the years ahead.



We are coonfident that the learning journey in the Junior School is an exciting one and will prepare all students well for NCEA and beyond.

## Extension

In addition to opportunities for extension within their regular classes, the College runs a gifted and talented programme, which includes chess club, robotics club, EVelocity, mentoring and future problem solving. Students are also encouraged to prepare for and enter competitions and special events such as the Hutt STEM festival, Australian Mathematics competition, Young Enterprise, Mathswell, debating and art and essay competitions. Ignite Sports run an extension programme with groups of Year 10 and 11 students, leading to future leadership opportunities once they reach the senior school.

## Learning support

We go to considerable effort to accurately profile students’ learning abilities and needs before they start College so that we can best direct resources and balance classes.

The school allocates significant resources to help students who need support with mainstream learning.

This includes in-class support with Teacher Aides, modified learning material and withdrawal small group work. This support is coordinated by our HOD Learning Support, Ms Andrea Hay.

We have a Special Needs Unit that caters for ORS students and others who need significant levels of support. These students are well integrated within the life of the College and a number spend a part of their time in mainstream classes, supported by Teacher Aides. Mrs Davis-Colley is the HOD and may be contacted on dc@nnc.school.nz or phone 5677175 x 855.

## Year 10 Learning Programme

Year 10 is comprised of seven core classees.

- Six classes are evenly balanced, mixed ability classes.
- One class is smaller and provides Learning Support for students who need significant help with their literacy and numeracy.

The teaching teams of each junior class meet regularly to plan the overall learning and discuss progress of individuals and the class as a group. All teachers will be collecting data longitudinally during the year to make sure that students are progressing at the expected rate.

## Assessment and Reporting

In Years 9 and 10 the emphasis is on aquiring the skills and habits to make sure students will gain good qualifications in the senior school. Students in all classes are regularly assessed against the National Curriculum standards. Results are available to parents and can also be viewed through the parent portal on the College website.



There are three reports issued and two report conferences held during the year. The first of these is an Academic Conferencing meeting in Term 1 where each student, along with their parents or caregivers, meets with their **Learning Advisor** for 20 minutes to discuss progress and set goals for the remainder of the year. We also hold a more traditional parents evening early in Term 2, which gives students and parents the opportunity to talk to specific teachers.

Our reporting places emphasis on academic achievement and the key competencies as set out in the New Zealand curriculum document. These are:

- Managing self
  - Relating to others
  - Participating and contributing
  - Thinking
  - Signs, symbols and texts
- The emphasis is on celebrating achievements, identifying needs and planning to meet those needs.

## Parents can expect:

- Contact from the Learning Advisor, both in person and through written notes.
- Access to any information held by the school including period absences, pastoral notes, incident reports and academic progress details not included on summary reports. This access can be gained either by contacting the College, or via a ‘parent portal’ link on the College website.
- Regular homework
- Prompt assistance from teachers, Whānau Head, Guidance Counsellor, Health Nurse or Senior Staff when there are concerns.

Texas Thompson  
YEAR 9 STUDENT 2021

When I first got to College I was excited and not very nervous because I had a lot of friends that came here from Intermediate so they told me how the first day will be and everything else so I didn’t come here completely clueless. The first week of school was fun but then there were assessments and tests and it takes a bit of getting used to but I’m very excited to see what happens within the upcoming years.

Pone Matatia  
YEAR 9 STUDENT 2021

When I first started the college seemed really big but everyone was friendly and I noticed the wide age gap of students after being at intermediate. It was the first time I had seen a marae on the school grounds and experienced a pōwhiri (formal welcome). I was very anxious and hoped that everyone would accept us new students. Once we got to the hongi and shaking hands with each other it felt like I was with family. Teachers are so welcoming and supportive that I felt like I would enjoy being here and confident to do well in class. My advice for new Year 9 students is not to be nervous because you will get all the support you need.



# Courses by learning Area and Year Level

| Area            | Subject                                       | Year 10   | NCEA Level 1                         | NCEA Level 2                         | NCEA Level 3                         |
|-----------------|---|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Languages       | English                                       | English   | ENG Modules                          | ENG200<br>PBE200                     | ENG300                               |
|                 | Māori   | Māori   | MAO201                               | MAO201                               | MAO301<br>MAO401                     |
|                 | Spanish                                       | Spanish   | SPA201                               | SPA201                               | SPA301                               |
|                 | Samoan<br>English Language Learning           | Samoan<br>ELL   | SAM201<br>ELL123                     | SAM201<br>ELL123                     | SAM301<br>ELL234                     |
| The Arts        | Painting                                      | Art   | Art101/<br>ARG102                    | ARP201                               | ARP301                               |
|                 |   | Photography/Design<br>Sculpture/Design                              |                                      | PHO201<br>DES201                     | PHO301<br>DES301                     |
|                 | Music   | Music   | MUS101                               | MUS201                               | MUS301                               |
|                 | Drama   | Drama   | DRA101                               | DRA201                               | DRA301<br>PAR322                     |
| Technologies    | Furniture/Building<br>Engineering             | Hard Materials  | TEC102                               | TEC202                               | TEE302                               |
|                 | Food Technology<br>Digital Technologies       | Foods<br>Digital Technologies                                       | FDS102<br>DT101                      | TEE202<br>CAH212<br>DT201            | TEE302<br>CAH322<br>DT301            |
| Commerce        | Business Studies                              | Business Studies  | BUR202                               | BUR202                               | BUR302                               |
|                 | Tourism Studies/Travel                        |   |                                      | TOU212                               | TOU322                               |
| Mathematics     | Mathematics                                   | Maths   | MAT101<br>MAS101<br>MAT102<br>NUM100 | MAT201<br>MAS201<br>MAT202           | MAC301<br>MAS301<br>MAT302           |
| Sciences        | Science                                       | Science   | SCI101<br>SCI102                     | SCI202<br>BIO201<br>CHE201<br>PHY201 | SCI302<br>BIO301<br>CHE301<br>PHY301 |
| Social Sciences | Social Issues<br>Social Science<br>Psychology | Social Studies<br>Ancient History<br>Social Action<br>Media studies | SSI101<br>SES101                     | SSI201<br>SES201<br>PSY201           | SSI301<br>SES301                     |
|                 | Physical Education<br>Sports Development      | PE & Health<br>High Performance<br>Sport Services                   | PED101<br>SPD102                     | PED201<br>SPD202                     | PED301<br>SPD302                     |

Please note: Subjects in blue are compulsory.

# Years 11 to 13 and Adult Students

## Achieving Academic Success

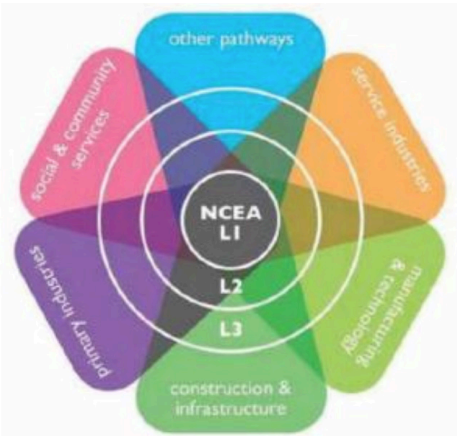
Our goal is to maximise achievement for all students and create active, lifelong learners. We strive to ensure that:

- All students experience success and build a meaningful, challenging pathway for their future
- Over 80% of all school leavers including Māori achieve NCEA Level Two or higher

All graduating students have an education/work plan.

To help students achieve we offer:

- Multi-level study at senior level (any combination of Level 1-3 that fits within the timetable)
- A balanced mixture of Achievement and Unit Standard courses
- Distance learning courses through universities, polytechnics and Te Kura Pounamu.
- Off-site learning opportunities through STAR courses, the Gateway pre-apprenticeship programme, the Trades Academy at Weltec, our own Service Academy and Internships
- A Homework Centre throughout the year and tutorials for examination students.
- The Level-Up programme to support Pasifika students
- programme



- The Victoria University mentoring
- Regular monitoring of student progress and ongoing mentoring by an exceptionally dedicated teaching staff always willing to do that bit extra

## Leadership

Naenae College offers its senior students leadership experience through:

- The Prefect Team
- Mentors for Junior Learning Advisory Roopu
- Student LAR Council
- Coaching, refereeing and managing junior sports teams
- Outward Bound, Spirit of Adventure scholarships
- Ignite Sports leadership programmes



## Adult Students

English Language Classes for Adults

Naenae College offers two daytime English language (ESOL) classes for adult learners. It's another way the school shows its commitment to our community. Adult learners are part of the Naenae College family.

Classes run five days a week during school terms. Most learners fit classes around part-time work and caring for family.

|  |  |
|--|--|
| <b>Morning class</b><br>9.30am - 11.30am<br>Elementary level | <b>Afternoon class</b><br>12.30pm - 2.30pm<br>Intermediate level |
|--|--|

The focus of classes is on English for everyday life in the community, in the workplace, or in preparation for future work or study. The goal is for learners to become more confident, fluent and accurate users of English.

What do some of our adult learners say about learning English at Naenae College?

*"I am getting much better than before because when I came the first time I wasn't as confident as I am now."*

*"I think learning English at Naenae College has changed my life. I really like it."*

*"Before, I was too scared to go to WINZ by myself. Now if I have an appointment I want to try by myself first."*

New learners can join a class at any time of the year. Applications are welcome from NZ Citizens and Residents.

For more information, ask at the Naenae College office or check out Adult English Classes on the school's website.  
<https://www.naenae-college.school.nz/>



**Emogene Walters-Perkinson**  
YEAR 10 STUDENT 2021

As a year 9 student last year my first day at Naenae College made me feel weird, especially after hearing about Covid. At the pōwhiri/welcoming I was anxious to see all these new faces and the new school. The seniors were very welcoming and the whānau groups were very supportive. I felt comfortable and safe in the environment here at Naenae College and learning the Te Whānau Tahī school values helped me to connect with others positively and helped me to speak up with confidence. The amount of opportunities and extra activities can vary depending on your interests as there is a wide variety of options. The teachers help you understand what your goals are and how to achieve them. Naenae College has helped me achieve more than I thought I could put my mind to and I know I can achieve much more in the future with Naenae College.

**Asher Drew-Crawshaw**  
YEAR 10 STUDENT 2021

As I started here in 2020 as a year 9 student I was nervous but also excited to be at a new school. I really enjoyed year 9 and had lots of fun making new friends in my classes. With the help of my older friends and my teachers I found my way around the school. Having each subject in a different class was confusing at first but after I figured it out I had heaps of fun in my classes. This school is awesome. Any advice I would give to someone starting here would be to participate and try everything you can, be respectful and learn as much as you can. I am really enjoying my time at Naenae College and am excited for my years to come.





# Co-curricular Engagement

## The Arts

Naenae College encourages all students to engage in the Performing Arts and is proud of the success achieved.

## Music

- Outstanding Performing Arts facilities, including the ability to record your own compositions or create your own movies
- Instrumental music programme for personal and group lessons
- Instrumentals available to hire
- A range of music groups including junior choir, senior choir, jazz band and various other bands
- Opportunities for public performance at school events and interschool competitions both regionally and nationally, including Big Sing, Smokefree Rockquest and Pasifika Beats

## Drama, Debating and Speech

- School and regional speech and debating competitions
- Ngā Manu Kōrero speech competitions
- Pacific Language regional speech competitions

## Cultural Activities

- Multicultural day to celebrate the richness and diversity of students' ethnicity
- Proud history of performance by our Kapahaka group who attend National competitions
- Strong Polynesian Group who take part in festivals and cultural activities in the Wellington area



## Sports

Many of our students are involved in one or more sports. We cater for those with different interests and abilities by offering the widest choice possible.

| Mainly Summer | Mainly Winter  |
|---------------|----------------|
| Athletics     | Badminton      |
| Cricket       | Basketball     |
| Cross Country | Football       |
| Softball      | Hockey         |
| Tennis        | Netball        |
| Touch         | Rugby          |
| Volleyball    | Rugby League   |
|               | Small-bore     |
|               | Rifle Shooting |

School sports teams participate in local inter-school competitions.

In many sports top boys, girls or mixed teams compete in the National competitions held once a year. We are proud of the many successes of our sports men and women who have represented themselves ably at Regional, National and International level.

We place emphasis on the manner in which our students conduct themselves on the sports field.

It is important that students do their best and play fairly and that our values are expressed in all areas of college life.

## Outdoor Education

In Term 1 all Year 9 students are involved in a Year 9 noho and in Term 4 Outdoor Education and Discovery programmes are run for all junior students. Our Outdoor experiences allow students to develop self-confidence and leadership skills.

In the Senior School specific programmes are related to areas of the curriculum.

*"Our teachers are dedicated to helping students succeed in all aspects of school life; in the classroom, on the sports field or in a cultural setting."*



### Te-Rina Isa'ako BOARD OF TRUSTEES STUDENT REPRESENTATIVE 2021

*Moving to New Zealand in 2018 was one of the scariest shifts of my life. Coming from a different country, a different culture surrounded by different individuals, I grew accustomed to living a certain lifestyle - one that I didn't know could be changed and even get better. My first day at Naenae College in Year 10 was one I haven't forgotten. Straight away, I was whole-heartedly welcomed into a new whānau.*

*Naenae College teaches students and staff to take pride in themselves by living through the values of Te Whānau Tahī; which unify us as a community through not only the students but the teachers and the families involved with our school. These values which we uphold allow our school to have an extremely supportive environment, which benefits the students extensively.*

*I have had great opportunities that have helped shape me. Through the support of the teachers and the students of the school, I was extremely fortunate to receive the role of Student Representative on the Board of Trustees which is an achievement that has benefited me in many ways and something I couldn't have done without the amazing support of the teachers and the students.*

*Naenae College is the second whānau awaiting you and we're excited to welcome you!*

### Merita Tuigamala YEAR 10 STUDENT 2021

*A year ago I remember being all shy and scared to start at a new school, especially knowing I was going to College. At first I found my way around quite difficult from Intermediate, but I eventually found it easier with the help of the students and teachers. Naenae College creates a strong atmosphere together by acknowledging our Te Whānau Tahī values and I'm no longer shy or quiet, I've found new friends and am getting involved in many activities and giving new subjects a go. I encourage you to give everything a go and always remember to be yourself and don't hesitate to ask for help.*







## Naenae College

910 High Street, Lower Hutt  
Phone: (04) 567 7175  
admin@nnc.school.nz  
www.naenae-college.school.nz

## Board of Trustees

**Chair:** Sarah-Jane McCosh

**Parent reps:** Andy Soper

Karen Shepherd

Trudy Stead

Rome Vailini

Tia Turahui

Loudeen Parsons

**Student rep:** Te-Rina Isa'ako

**Staff rep:** Devon Turi