

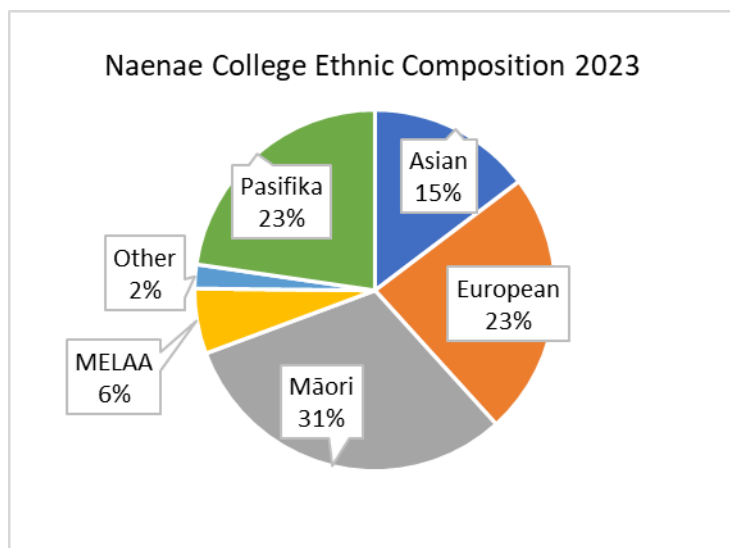
Naenae College 2024-2026 Strategic Plan



Front and back cover artwork by Rome Vallini

Kia ora, talofa lava, māiō ē lelei, taloha ni, fakaalofa lahi atu, kia orana, māiō ni, sawat dee, hallo, marhabaan, sata srīakāla, bonjour, kamusta, assalamu alaikum, ni hao, nabad, ni sa bula vinaka, olá, sannu, hello and welcome to Naenae College.

The College opened in 1954 and is a co-educational secondary school in Lower Hutt with a current roll of 850 students. The ethnic composition of the student roll at its simple level looks like this:



In fact, we have some 47 nationalities on the roll. A proportion of the students from Asia and MELAA (Middle East, Latin America and Africa) have come to New Zealand as refugees.

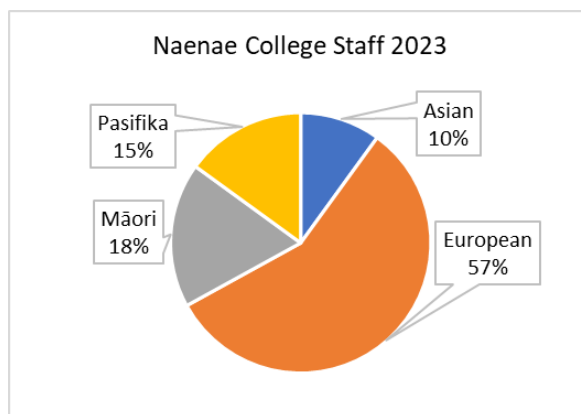
A high proportion of migrant students have English as their second language to the level that they have had less than four years learning English. Twenty of these are adult students who are beginner speakers being taught in a separate immersion programme. We have a Special Needs Unit, Te Whare Atawhai, catering for

35 ORRS students, a Service Academy, and a Trades Programme. We are responsible for the provision of Alternative Education at the Hutt Valley Activity Centre.

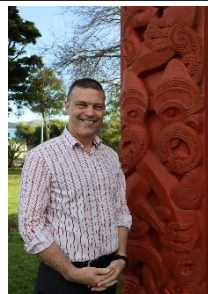
We absolutely embrace and celebrate our diversity. It is not a problem; it is a rich learning opportunity for us all.

Staff profile

It is important that we have competent, high performing staff that bring their cultural worldviews that reflect the diversity of our community.



Board of Trustees 2024

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Our College Uara (Values)

These values are the heart and pulse of the school. They are taught and reinforced at every opportunity.

At Naenae College we show...

M anaakitanga	We care for one another
W hanaungatanga	We aim for positive relationships; uniting as a family, respecting ourselves and others
R angatiratanga	We show leadership in everything that we do, encouraging others to try
K otahitanga	We work together and accept each others differences
P umanawatanga	We make sure the atmosphere is always a safe learning atmosphere

Te Whānau Tahi (The United Family)

This is the name of our College Marae and our Kapa Haka group. It also identifies our core intent and identity as a unified, embracing community, including whānau/families.

We talk all the time about 'unity in diversity.' We first acknowledged 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.

Our college Marae belongs to everyone. All new students and staff are welcomed with a powhiri, as are special guests to the College at any time.

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 learning and teaching.

Building Social Capital

Academic success is fundamentally important for all. To maximise academic achievement, we need a solution focused attitude with strong teamwork, respectful culturally located relationships and behaviour management strategies to match. Our students are strongly relational orientated. *'I need to know you care about me. Get to know me and I will learn from you.'*

Restorative practices

We have a strong relational foundation for school culture which drives our behaviour management systems. We work in a restorative manner as a first priority. This is not a soft option. We teach our students and community how to live this way. *'If you muck up, we'll help you put it right. We do not want anyone to fall out of the waka so we all need to look after the person next to us and help them get it right.'*



Naenae College Strategic Plan

Focus	Statement of intent	Next steps
<p>Tuakiritanga</p> <p>Bicultural citizenship and cultural identity</p>	<p>We:</p> <ul style="list-style-type: none"> ● Live out Te Tiriti o Waitangi principles ● Promote the school Uara (Values) ● Nurture cultural identity ● Strengthen all ākonga to walk as global citizens. 	<ul style="list-style-type: none"> ● <i>Kaimahi (staff) and ākonga (students) will grow in their understanding of Te Aō Māori, Te reo Māori and the New Zealand/Aotearoa history curriculum. Programmes will be developed to support this.</i> ● <i>This will require targeted improvement programmes for Māori and Pasifika ākonga.</i>
<p>Hauora</p> <p>Promoting wellbeing for all</p>	<p>Academic and personal support systems use the Te Whare Tapa Whā health model:</p> <ul style="list-style-type: none"> ● Taha Hinengaro: the thinking and emotional aspects ● Te Taha Tinana: the body, nutrition, exercise and development ● Te Taha Wairua: the spiritual aspect ● Te Taha Whānau: the people aspect. 	<ul style="list-style-type: none"> ● <i>The provision and effectiveness of ākonga pastoral care, health education, medical support, and academic pathway advice and guidance will be reviewed and strengthened. This review will require attention to cultural dimensions and will have a particular emphasis on meeting the needs of the most vulnerable.</i> ● <i>The recommendations from the review will be prioritised and implemented.</i>
<p>Mana Tangata</p> <p>Student achievement through quality teaching</p>	<p>All learning and teaching programmes and school activities aim to develop values, skills, knowledge and attributes so that ākonga leave college as confident lifelong learners.</p>	<ul style="list-style-type: none"> ● <i>The curriculum will be designed to maximise engagement and provide successful pathways for all students. This includes Māori being able to achieve success as Māori.</i> ● <i>Literacy and numeracy skills will be strengthened across the curriculum in the junior school.</i> ● <i>Each ākonga, with the support of kaiako and whānau, will set personalised annual improvement goals to enhance their graduate profile. Progress on these goals will be regularly evaluated and shared.</i> ● <i>Ākonga NCEA achievement at graduation will match national norms. At risk groups will be targeted for intervention support programmes.</i> ● <i>Excellence will be promoted and celebrated at every level in the school.</i>
<p>Tukunga</p> <p>School kawa that supports student learning</p>	<p>Our kawa (policies and practices) are designed to maximise learner success for all. Barriers for vulnerable individuals and identified groups are removed.</p>	<ul style="list-style-type: none"> ● <i>Processes to collect, assess, analyse and use longitudinal data to inform decisions and measure progress will be improved.</i> ● <i>There will be equity of outcomes in relation to attendance, engagement, retention and academic achievement for all ethnic groups. Attendance rates will be improved to above pre-covid levels.</i> ● <i>Appropriate technology will be accessible and support success for all ākonga.</i>
<p>Hononga</p> <p>Connecting school, home, and places of learning and work</p>	<p>Our partnerships between the school, Kahui Ako, family and whānau, iwi and community groups, tertiary education providers and relevant employers enhance learning opportunities and future pathways for ākonga.</p>	<ul style="list-style-type: none"> ● <i>A sustainable model of communication and interaction with each group will be developed. It will focus on improving relationships, building trust, celebrating achievements and enhancing learning outcomes and life opportunities for ākonga.</i>
<p>Rawa</p> <p>Resource development and financial management</p>	<p>Our effective financial and capital asset planning ensures resources are targeted to meet the priorities of this plan.</p>	<ul style="list-style-type: none"> ● <i>The 10 Year Property Plan will provide for a high standard of maintenance and development of the buildings and facilities.</i> ● <i>The school environment will be safe, attractive and suitable for delivering quality 21st century learning.</i> ● <i>There will be astute financial management with resources targeted to meet the priorities of this plan.</i>

Annual Plans 2024-2026

Focus	Development plan outlines	Annual Plan Development Goals
Tuakiritanga Bicultural citizenship and cultural identity	1.1 Te Aō Māori, te reo Māori and Aotearoa History	1.1 To provide a PLD programme that will ensure all kaimahi (staff) are growing in their understanding of Te Ao Māori, te reo, Aotearoa history and the cultural identity and values of all ākonga.
	1.2 Māori Achievement	1.2 Māori ākonga will be nurtured to experience success as Māori.
	1.3 Pasifika Achievement	1.3 To improve qualification outcomes for Pasifika ākonga.
	1.4 Uara, cultural identity and bicultural citizenship	1.4 To ensure all ākonga will grow in their understanding of the kura Uara (Values), tikanga Māori, te reo, Aotearoa history and their own cultural identity as a citizen of Aotearoa/NZ.
Hauora Promoting wellbeing for all.	2.1 Restorative Practice	2.1 To improve the understanding and uptake of restorative practices across our kura through deliberate professional learning and teaching for staff, students, and community.
	2.2 Health Education programme	2.1 To ensure all ākonga in Y9-11 receive a quality health education programme, consistent with the Te Whare Tapa Whā model. This includes sharing resource material with whānau.
	2.3 Career Guidance and Transition Education	2.3 To ensure all ākonga have access to and engage in a career education programme that develops a strong sense of self, work-ready skills and establishes connections across life, learning and the world of work.
Mana Tangata Student achievement through quality teaching	3.1 Kaimahi Professional Learning	3.1 To ensure all staff receive the professional development and resources to play their part in delivering on the annual plan.
	3.2 Schoolwide literacy plan	3.2 To improve Literacy Skills in the key areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum.
	3.4 Numeracy	3.3 To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements.
	3.5 Learning Advisor Rōpū programme	3.4 To deliver a quality LAR teaching programme for each year level which embeds the school values, strengthens belonging, and encourages engagement and academic success.
	3.6 Celebration of achievement	3.6 To promote and celebrate excellence at every level in the school in culturally appropriate ways.
Tukunga School kawa that supports student learning	4.1 Monitoring and evaluation	4.1 To develop and maintain a comprehensive longitudinal database to drive continuous improvement across all elements of the strategic plan.
	4.2 Attendance and engagement	4.2 To raise attendance and engagement to pre-covid levels.
Hononga Connecting school, home, and places of learning and work.	5.1 Communication and partnerships	5.1 To develop and maintain active partnerships with Kahui Ako, whanau/caregivers, iwi and community groups, tertiary education providers and relevant employers to enhance learning outcomes and future pathways for ākonga.
Rawa Resource development and financial management	6.1 Maintenance and care of facilities	6.1 To ensure a high standard of care and maintenance of school facilities.
	6.2 Capital works and 10 year property plan	6.2 To ensure the property plan supports the strategic goals of the kura.
	6.3 Budget Planning	6.3 There will be astute financial management with resources targeted to meet the priorities of this plan.

Te Whare Tapa Whā



With its strong foundations and four equal sides, the symbol of the wharenuī illustrates the four dimensions of Māori wellbeing.

Should one of the four dimensions be missing or in some way damaged, a person, or a collective may become 'unbalanced' and subsequently unwell.

For many Māori, modern education and health services lack recognition of taha wairua (the spiritual dimension). In a traditional Māori approach, the inclusion of the wairua, the role of the whānau (family) and the balance of the hinengaro (mind) are all important for wellbeing.

Taha tinana (Physical health)

- The capacity for physical growth and development.
- Good physical health is required for optimal development.
- Our physical 'being' supports our essence and shelters us from the external environment. For Māori the physical dimension is just one aspect of health and wellbeing and cannot be separated from the aspect of mind, spirit and family.

Taha wairua (Spiritual health)

- The capacity for faith and wider communication.
- Health is related to unseen and unspoken energies.
- The spiritual essence of a person is their life force. This determines us as individuals and as a collective, who and what we are, where we have come from and where we are going.
- A traditional Māori analysis of physical manifestations of illness will focus on the wairua or spirit, to determine whether damage here could be a contributing factor.

Taha whānau (Family health)

- The capacity to belong, to care and to share where individuals are part of wider social systems.
- Whānau provides us with the strength to be who we are. This is the link to our ancestors, our ties with the past, the present and the future.
- Understanding the importance of whānau and how whānau (family) can contribute to illness and assist in curing illness is fundamental to understanding Māori health issues.

Taha hinengaro (Thinking and emotional health)

- The capacity to communicate, to think and to feel mind and body are inseparable.
- Thoughts, feelings and emotions are integral components of the body and soul.
- This is about how we see ourselves in this universe, our interaction with that which is uniquely Māori and the perception that others have of us.

This model was developed by Professor Dr Mason Durie

National Education and Learning Priorities (NELP)

Boards of schools must have particular regard to the NELP, including when developing or renewing their Strategic Plans.

		Objectives
LEARNERS AT THE CENTRE Learners with their whānau are at the centre of education	1	Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
	2	Have high aspirations for every ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
BARRIER FREE ACCESS Great education opportunities and outcomes are within reach for every learner	3	Reduce barriers to education for all, including for Māori and Pacific ākonga, disabled ākonga and those with learning support needs.
	4	Ensure every ākonga gains sound foundation skills, including language, literacy and numeracy.
QUALITY TEACHING AND LEADERSHIP Quality teaching and leadership make the difference for learners and their whānau	5	Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.
	6	Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.
FUTURE OF LEARNING AND WORK Learning that is relevant to the lives of New Zealanders today and throughout their lives	7	Collaborate with industries and employers to ensure ākonga have the skills, knowledge and pathways to succeed in work.

Description of working processes and detailed information available

For each of the development priorities listed in the annual plan there will be supporting documentation which includes:

1. The strategic goal
2. The desired outcome
3. Description of current state and impact on learning outcomes
4. Data evidence
5. Consultation process
6. Target groups and specific outcome goals for identified groups
7. Plan details including evaluation strategy and data analysis
8. Implementation timeframe
9. Development team, delegations, resources, peer review and plan approval

The management of the school will monitor progress and report to the Board on an agreed review cycle. All working documents will be accessible to the Board and staff on an ongoing basis.

Progress for each year will be summarised in the Annual Variance Report, which will be audited with the Annual Financial Accounts and be made available on the school website.

Our graduate has a positive sense of wellbeing, is academically qualified, confident and competent, and is strong and secure in their cultural identity and sense of belonging. These interdependent competencies combine to create a firm platform from which ākonga can step into the world of work, and further education and into their role as family and community members with confidence and competence.

