2025 Priority Actions

Vision

Our school community is a safe and supportive learning environment where students are confident, connected and on a pathway to meaningful lifelong learning.

		Goal	Targets
Tuakiritanga Bicultural citizenship and cultural identity	1.4	All ākonga will grow in their understanding of the college Uara, Tikanga Māori, te reo Māori, Aotearoa history and their own cultural identity as a citizen of Aotearoa/NZ	Improve engagement (and therefore attendance) for all students through connection to our Uara and our Whānau system. This will be achieved collectively by the pastoral team by focusing on attendance systems, academic mentoring, LAR programme, student leadership and implementation of a whānau points system.
Mana Tangata Student achievement through quality teaching	3.2	To improve Literacy Skills in the critical areas of Reading and Writing through a targeted approach across all curriculum areas in Years 9 - 11 and within the LAR curriculum	CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. (<u>National Rates from 2024</u> - Reading 69.6, Writing 66.1) Literacy from NCEA Level One - 90% of students at Naenae College will have attained NCEA Level One Literacy by the end of their schooling.
Mana Tangata Student achievement through quality teaching	3.3	To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements	CAA - 70% of Students at Naenae College who undertake CAA during the 2025 academic year will pass. Numeracy from NCEA Level One - 80% of students at Naenae College will have attained NCEA Level One Numeracy by the end of their schooling.
Tukunga School kawa that supports student learning	4.2	To raise attendance and engagement to pre-covid levels. NOTE: Adjusted to MOE Stepped Attendance Response (STAR) <table><tr><td>Student Categories</td><td>Student with</td><td>Equivalent to</td></tr><tr><td>Regular attendance</td><td>over 90% attendance</td><td>missing fewer than 5 days across a term</td></tr><tr><td>Irregular absence</td><td>more than 80% and up to 90% attendance</td><td>absent for between 5 and 9 days across a term</td></tr><tr><td>Moderate absence</td><td>more than 70% and up to 80% attendance</td><td>absent for between 10 and 14.5 days across a term</td></tr><tr><td>Chronic absence</td><td>70% attendance or less</td><td>absent for 15 days or more across a school term</td></tr></table>	- Raise regular attendance from 31% to 55% - Improve attendance systems and monitoring of those systems in LAR - Reduce irregular attendance from 22% to 15% - Improve attendance systems and monitoring of systems with Whānau heads - Targeted response to irregular attendance within European students within the year 11 & 12 cohort - Reduce moderate attendance from 15% to 10% - Improve attendance systems and monitoring of systems with Whānau heads, Guidance team and SLT - Targeted response for medical absences to reduce from 27% down to 20% within year 10 & 11 who identify as Asian and European - Reduce chronic attendance from 26% to 20% - Improve attendance systems and monitoring of systems with Guidance team and SLT - Targeted response to Chronic absences in Maōri students within the year 12 & 13 cohorts