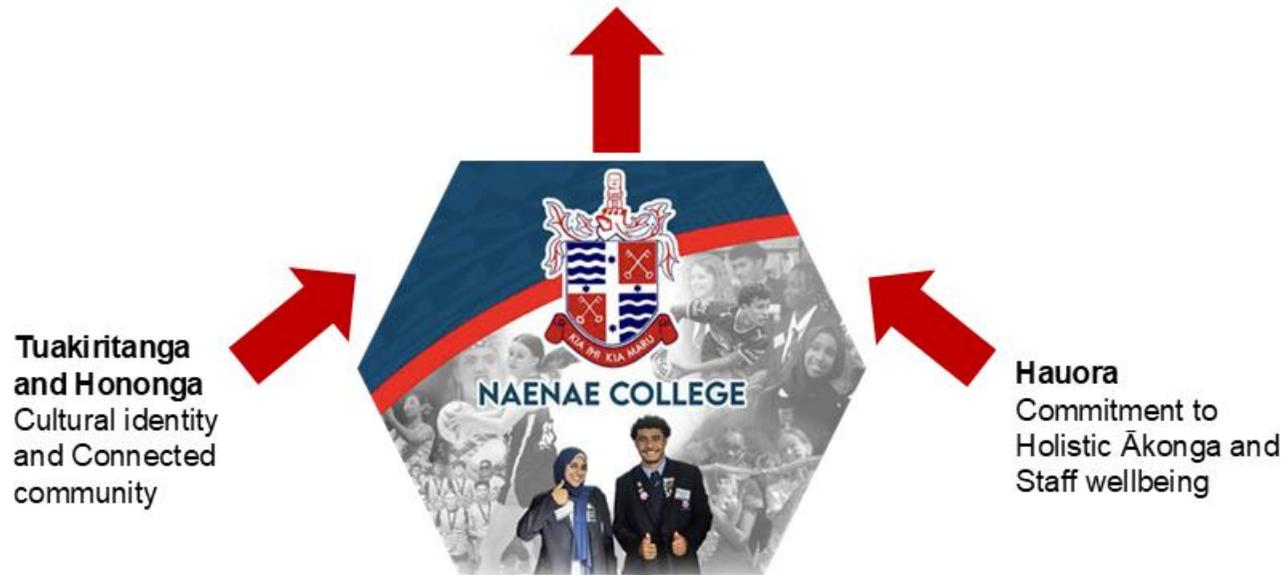


# Naenae College Strategic Plan 2026-2028

**Whāia te Mātauranga, Whāia te Hiranga**  
Ākonga Achievement and Quality Teaching

At the heart of our college is a commitment to personal excellence. Every programme and activity is designed to nurture the values, skills, knowledge, and personal attributes that empower our ākonga to thrive. We inspire confident, curious, and capable lifelong learners who are ready to shape their futures and thrive in a changing world.



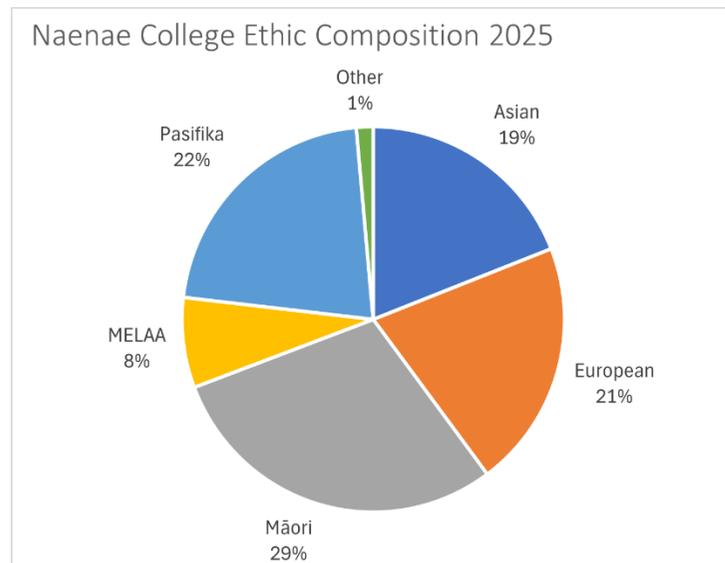
**Vision:** Our kura community is a safe and supportive learning environment, where ākonga are confident, connected and on a pathway to meaningful life-long learning.

**Mission:** Our mission is to be an exceptional kura for our diverse community, where excellence is not defined by who you are, but by your actions and what you aspire to be. We are a beacon of opportunity, fostering an inclusive culture where every ākonga is challenged to achieve their personal best and empowered to contribute as active citizens in Aotearoa.

**Te Tiriti O Waitangi:** Our college is committed to upholding Te Tiriti o Waitangi, acknowledging Aotearoa's bicultural foundation. We aim to foster a strong sense of belonging for all learners and their whānau, especially Māori, by celebrating our vibrant multicultural society and honoring our partnership with Māori.

## 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 Services Academy and a Trades Programme. We are responsible for the provision of Alternative Education at the Lyriks Activity Centre. We absolutely embrace and celebrate our diversity. It is not a problem; it is a rich learning opportunity for us all.

## Our College Uara (Values)

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

At Naenae College we show...	
<b>M</b> anaakitanga	We care for one another
<b>W</b> hanaungatanga	We aim for positive relationships; uniting as a family, respecting ourselves and others
<b>R</b> angatiratanga	We show leadership in everything that we do, encouraging others to try
<b>K</b> otahitanga	We work together and accept each others differences
<b>P</b> 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 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.

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, our heart and our 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 behavioural 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.'*



# Strategic Focus 2026 - 2028

## Whāia te Mātauranga, Whāia te Hiranga

Quality teaching and student achievement

Statement of Intent	Focus Area	Development Plans
At the heart of our college is a commitment to personal excellence. Every programme and activity is designed to nurture the values, skills, knowledge, and personal attributes that empower our ākonga to thrive. We inspire confident, curious, and capable lifelong learners who are ready to shape their futures and thrive in a changing world.	<p>The core focus of the kura is exceptional <b>teaching and learning</b>:</p> <ol style="list-style-type: none"><li>1. Excellence will be prompted and celebrated at every level of the kura.</li><li>2. Ākonga NCEA achievement will match or exceed national norms for every student.</li><li>3. Literacy and Numeracy will be schoolwide and inspire confidence that all ākonga can be successful.</li><li>4. Learning is enhanced through the needs-based tailored teaching strategies, to support diverse learning needs and promote academic success for all students.</li><li>5. Student success will be supported through a BYOD program that challenges equity bias.</li></ol>	<ol style="list-style-type: none"><li>a) The Professional Learning and Development (PLD) plan for staff will focus on exceptional teaching and learning so that they can play their part in delivering on the annual plan</li><li>b) The Pasifika Achievement plan will focus on improving outcomes for Pasifika ākonga.</li><li>c) The Māori Achievement plan will focus on improving outcomes for Māori ākonga.</li><li>d) The schoolwide Literacy and Numeracy plan is focused on all teachers being teachers of literacy and numeracy, to improve outcomes for all ākonga.</li><li>e) The Transition and Career plan is focused on improving outcomes to empower all ākonga to confidently transition to post-college pathways and successfully shape their futures.</li><li>f) The Digital Information and Technology plan will be ensuring all ākonga are confident, curious, and capable lifelong learners prepared to thrive and shape their futures in a rapidly evolving digital world.</li></ol>

## Tuakiritanga and Hononga

Cultural identity and a connected community

Statement of Intent	Focus Area
<p>Identity - a sense of who we are, shaped by our heritage (whakapapa), experiences, community, language, and personal journey. It is not just about individual selfhood, but about our place within a rich tapestry of global relationships and shared responsibilities. We acknowledge that Aotearoa is grounded in a bicultural foundation. While this partnership remains central, we have evolved into a vibrant multicultural society, enriched by diverse cultures, languages, and worldviews.</p>	<p>The <b>culture</b> within the kura will reflect:</p> <ol style="list-style-type: none"><li>1. <b>Te Tiriti o Waitangi:</b> We will give practical effect to Te Tiriti o Waitangi by embedding its principles – Partnership, Participation, and Protection – into our governance, curriculum, culture, and day-to-day practices.</li><li>2. <b>Ngā Uaratanga:</b> Our ākonga actively embody the school's values, whakapapa, and whanaungatanga in everyday decisions, relationships, and leadership in our community and beyond.</li><li>3. <b>Belonging:</b> We will ensure all learners and their whānau, particularly Māori, have a strong sense of belonging. We celebrate our vibrant multicultural society.</li><li>4. <b>Diversity:</b> Our school is dedicated to cultivating a welcoming, safe, and enriching environment where every member of our diverse community—including students and staff who are migrants, refugees, and individuals across the gender spectrum—feels a true sense of belonging and is empowered to thrive.</li></ol>
<p>We are committed to strengthening trusted partnerships with whānau, community groups, education providers, and employers through consistent, timely, and empathetic communication.</p>	<ol style="list-style-type: none"><li>5. <b>Whānau and Kura connection:</b> Develop a sustainable model of collaboration that builds trust and enhances relationships between whānau and the kura.</li><li>6. <b>Commitment:</b> Our school recognises that robust and active partnerships with families, tertiary institutions, education providers, and relevant employers are fundamental to student success and community wellbeing. We commit to the following strategic actions to ensure these partnerships are effective, consistent, and mutually beneficial</li></ol>

Development Goal: To cultivate a rich, inclusive, and thriving educational environment grounded in Aotearoa's bicultural foundation and vibrant multicultural reality, we will actively strengthen the sense of identity and belonging for all ākonga, whānau, and staff, and embed Te Tiriti o Waitangi principles (Partnership, Participation, and Protection) into all aspects of the kura's governance, curriculum, and daily practice, thereby fostering effective, consistent, and mutually beneficial partnerships with whānau, community groups, education providers, and employers.

## Hauora

Commitment to holistic student and staff wellbeing

Statement of Intent	Focus Area
Our kura is dedicated to holistic wellbeing for all students and staff, focusing on physical and digital safety, emotional health, a harassment-free environment, and spiritual/ethical development to ensure a positive sense of wellbeing.	Provision and effectiveness of ākonga <b>pastoral care</b> will ensure: <ol style="list-style-type: none"><li>1. A secure, safe and inclusive environment for all students and staff, encompassing both physical and digital interactions. Bullying is addressed and prevented via effective practices, proactive education, and robust pastoral care.</li><li>2. Student behaviors are managed through restorative practices, consistent expectations, targeted interventions, and ongoing staff training, fostering positive relationships and personal responsibility.</li></ol>
We ensure every student thrives by providing tailored interventions for those needing extra support, effective support for students progressing satisfactorily, and enrichment opportunities for those excelling.	Provide tailored interventions to <b>challenge inequity</b> and ensure all ākonga thrive: <ol style="list-style-type: none"><li>1. Effective data gathering, analysis and monitoring that allows for informed decision making to challenge inequities.</li><li>2. Teaching and Learning team to directly address the systemic issues that lead to disparities in outcomes, particularly for ākonga Māori.</li><li>3. Include a Gifted and Talented programme to ensure high-potential students are identified and nurtured, preventing them from becoming disengaged, underachieving, or developing social/emotional difficulties out of boredom.</li><li>4. Equity of outcomes in relation to <b>attendance</b>.</li></ol>

### Development Goals:

Holistic wellbeing: To cultivate a secure, safe, and inclusive environment that promotes the holistic wellbeing of all students and staff—encompassing physical, digital, emotional, and spiritual/ethical health—by implementing a cohesive pastoral care system focused on **restorative practices, consistent expectations and personal responsibility**, and the effective utilisation of a **"pulse" programme** for continuous monitoring and support.

Tailored interventions: To ensure that every ākonga thrives and achieves excellence by implementing a robust, data-informed system of differentiated support that actively challenges systemic inequity, provides tailored interventions for those needing extra support, effective support for satisfactory progress, and high-quality Gifted and Talented enrichment opportunities for those excelling, with a specific focus on eliminating disparities in outcomes, particularly for ākonga Māori, and ensuring equity in attendance.