

2026 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															
<p>Hauora Commitment to holistic student and staff wellbeing</p>	<p>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.</p>	<p>Raise Expectations of Student Behaviour & Support Staff</p> <ul style="list-style-type: none"> Establish clear, consistent expectations for behaviour across all learning spaces, aligned with restorative practices and personal responsibility. Build staff capability to apply restorative approaches, manage classrooms, and respond to bullying, racism, vandalism, and digital misuse consistently. Reduce high-frequency issues (e.g., disruptive classroom behaviour, truancy, behaviour unacceptable) through targeted interventions and monitoring. <p>Success Measures (end of Year 1) ↓ 10–15% reduction counts of <i>Disruptive classroom behaviour</i> and <i>Absence</i> from current baselines (3,434 and 2,072 respectively) ↓ Bullying/Harassment referrals by 10% through proactive education.</p> <p>1. Implement the Pulse Programme for Wellbeing Reflection & Impact Analysis</p>															
<p>Whāia te Mātaurnaga, Whāia te Hiranga Quality teaching and student achievement</p>	<p>To improve Literacy Skills in the critical areas of Reading and Writing through a targeted approach across all curriculum areas.</p>	<p>CAA - 75% of Students at Naenae College who undertake Literacy CAA during the 2026 academic year will pass. Literacy from NCEA Level One - 90% of students at Naenae College will have attained NCEA Level One Literacy by the end of their schooling.</p>															
<p>Whāia te Mātaurnaga, Whāia te Hiranga Quality teaching and student achievement</p>	<p>To ensure all ākonga in the junior school are taught the necessary numeracy skills to achieve the NCEA numeracy CAA requirements</p>	<p>CAA - 70% of Students at Naenae College who undertake Numeracy CAA during the 2026 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.</p>															
<p>Hauora Commitment to holistic student and staff wellbeing</p>	<p>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.</p> <p>Equity of outcomes in relation to attendance To raise attendance and engagement to pre-covid levels.</p> <p>NOTE: Adjusted to MOE Stepped Attendance Response (STAR)</p> <table border="1"> <thead> <tr> <th>Student Categories</th> <th>Student with</th> <th>Equivalent to</th> </tr> </thead> <tbody> <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> </tbody> </table>	Student Categories	Student with	Equivalent to	Regular attendance	over 90% attendance	missing fewer than 5 days across a term	Irregular absence	more than 80% and up to 90% attendance	absent for between 5 and 9 days across a term	Moderate absence	more than 70% and up to 80% attendance	absent for between 10 and 14.5 days across a term	Chronic absence	70% attendance or less	absent for 15 days or more across a school term	<ul style="list-style-type: none"> Raise regular attendance from 50% to 58% <ul style="list-style-type: none"> Improve attendance systems and monitoring of those systems in LAR Reduce irregular attendance from 20% to 17% <ul style="list-style-type: none"> Improve attendance systems and monitoring of systems with Whānau heads Reduce moderate attendance from 12% to 10% <ul style="list-style-type: none"> Improve attendance systems and monitoring of systems with Whānau heads, Guidance team and SLT Addressing Unjustified Absences and Lateness by setting strong expectations with parents and caregivers, emphasising the negative impacts of unjustified absences and lateness through direct communication.
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		<ul style="list-style-type: none">○ Strengthening School-Community Connection and Communication by sharing key messages about the collective responsibility for attendance with all school staff, board members, and the wider community.○ Implementing Robust Attendance Management Processes as detailed in the attendance management plan● Reduce chronic attendance from 18% to 15%<ul style="list-style-type: none">○ Improve attendance systems and monitoring of systems with Guidance team and SLT○ Targeted response to individual Year 13, Māori, and Female students with chronic and unjustified absences for immediate targeted support.
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