

2020 - 2022

# Charter

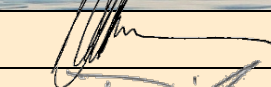
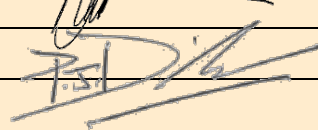
## and Strategic Plan



**NAYLAND COLLEGE**  
TE KĀRETI O NEIRĀNA



***Ma te huruhuru, Ka rere te manu  
Adorn the bird with feathers so it can fly***

Principals' endorsement:	Daniel Wilson	
Board of Trustees' endorsement:	Pat Davidsen	
Submission Date to Ministry of Education:	28 February 2021	

The Nayland College Kuaka (Godwit).  
The Kuaka fly non-stop for 11,500kms from New Zealand to Alaska in a matter of days.  
Their resilience, persistence and local connection provide a rich metaphor for the values we  
aspire to at Nayland College.



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# NAYLAND COLLEGE

TE KĀRETI O NEIRANA

Nayland College is a state co-educational Year 9 to Year 13 secondary school with approximately 1500 students, with 20% of students identifying as Māori.

During the past fifty-five years Nayland College has developed a reputation as being a leader in educational excellence. The school has, over time, developed inspirational and innovative learning programmes, nurtured students from a diverse range of backgrounds to reach their full potential and has placed a high value on developing independent, confident learners who have control of their own futures.

The quality of a school reflects the quality of its relationship with the community it serves. Nayland College has always strived to have a genuine partnership with our families/whānau and has always recognised that this relationship is integral to improving the achievement outcomes of our students.

All schools must have a charter, which must be reviewed annually (Education Act, section 61).



## Our Charter contains:

1. Our mission, vision and values statements
2. A strategic section (strategic plan) that outlines the board's strategic aims for the next three years. It reflects what a board is doing to make a difference for student achievement and progress, particularly for priority learners.
3. An annually updated section (annual plan) that identifies the board's priorities for the coming year. It includes the board's actions to raise student progress and achievement.

# Vision Mission Values

## Values/Beliefs

### Success

Learners who aim for personal excellence

### Opportunity

Learners who take every opportunity to reach their goals

### Ako

Learners who are engaged, collaborative and curious

### Respect

Learners who show manaaki (respect and concern for learning, for others, for themselves and for the environment) and whanaungatanga (connection and belonging)



## Vision: *Inspiring People*

### Inspiring learning

Personalised learning, powerful community partnerships and authentic, innovative learning opportunities that stimulate deep thinking and inquiry.

### Inspiring learners

Connected, engaged and resilient learners who have purpose and belief and are confident, adaptable contributors in a rapidly changing world.

## Our Mission

Nayland College will partner with the community to provide a relevant and challenging co-education that engages students, fosters achievement, promotes enterprise and helps them prepare for the personal challenges ahead. We want our students to be responsible and considerate - effectively connected, resilient young people who know their strengths, feel valued and are determined to succeed in a rapidly changing world.



**S**uccess  
**O**ppportunity  
**A**ko *(Learning Together)*  
**R**espect



Traditional school motto:  
**Loyalty and Honour**

The sailing ship  
represents  
discovery

The model of the  
atom represents  
research, a reference  
to Lord Rutherford's  
work

The pine cone  
references forestry  
and the importance  
of this industry in  
New Zealand



The migratory  
kuaka represents  
dispersal of students  
throughout the  
world

The Nayland College crest was designed by M.R. Smith.



# TE AO MĀORI

Te Ao Māori is rich in nature through its long history, through legacy and through its strength of survival and the passionate commitment of its people. Te Ao Māori encompasses not only the lived realities of Māori in a modern context, but also the lived realities of all those who have gone before. Te Ao Māori is a worldview founded on rich tradition of tikanga (custom/ correct procedure), kawa (marae customs), and whanonga pono (values) that are connected to both the physical and spiritual realms.

Nayland College acknowledges the importance of protecting this rich history and providing a place whereby Te Ao Māori is legitimised, welcomed and appreciated for its unique contribution to the development of the community as a whole. The College accepts its responsibilities under Te Tiriti o Waitangi and values their relationship with local iwi as partners in educating all Māori students at the College. We further acknowledge that to achieve equitable outcomes for Māori students, we need to work in partnership with whānau, mana whenua, local iwi and regional/ national Māori initiatives. This includes working in alignment with the following key documents:

- Taitiako: Cultural Competencies for Teachers of Māori Learners
- Ngāti Koata Trust Strategic Plan
- Nayland College Strategic Plan

Nayland College illustrates our commitment to Te Ao Māori through:

- Development and resourcing of Culturally Responsive and Relational school wide Professional Development (Cognition Education)
- Provision of Māori representation in school leadership roles, including but not limited to the Board of Trustees and Student Leadership Team
- Māori representation throughout school structures which has the ability for Māori authority (i.e. self-determination) or wider consultation with Māori communities
- Encouraging strong Māori student leadership throughout the school
- Continual focus on developing equity for Māori students, through a focus on resourcing, relational pedagogy, meaningful student pathways and equitable student achievement
- Continual focus on developing and promoting cultural self-determination through the availability of school programmes that support Māori students to understand who they are as Māori, and the unique position that they bring to this world, that is: Māori students achieving as Māori
- Implementation of an integrated Hui Taurima Year 9 teaching and learning programme. The Hui Taurima provides opportunities for senior leadership in tikanga me te reo Māori, and for Nayland College staff and students to work with mana whenua
- Provision of professional development opportunities for staff members to increase their understanding and skill in te reo me ōnā tikanga Māori
- Creating opportunities for contextual learning for the school community through regular participation in Māori events (local, regional, national)
- Encouragement and recognition of the use of te reo me ōnā tikanga Māori within day-to-day school life, and in representation of school at external activities/ events



- Development of a place responsive curriculum that emphasises an understanding of local history and cultural significance of our environment
- Inclusion of Te Tiriti o Waitangi into the curriculum across a number of learning areas
- Māori achievement set as a mandatory learning area goal, with regular progress reporting; and,
- Inclusive communication with whānau supporting them to understand how the College works, and what they can do to increase their child's achievement.

Nayland College acknowledges the relevance and importance of tikanga Māori and will ensure that correct procedures are followed at school events, including but not limited to: pōwhiri for new staff, students and special guests; opening of new buildings; start of close of each school year, and school awards evenings.

Specific programmes offered at Nayland College include:

- Culturally Responsive & Relational School Wide Professional development
- Hui Taurima (Matariki Celebration of Learning)
- Kaupapa Māori Student Leadership Group
- Kapa Haka Group
- Te Reo Māori instruction (year 9 – 13)
- Inter-house Haka Competition

Nayland College does not offer full immersion programmes in Te Reo Māori. However, guidance will be given to any parent/ student wishing to pursue this option. Our College would like to acknowledge the Kura Māori within Nelson/Tasman area that provide full immersion te reo Māori education and we support these Kura with their endeavors.

## EQUAL EMPLOYMENT

Nayland College can confirm that we operate a personnel policy that complies with the principle of being a good employer. This policy (including the equal employment opportunities programme) is available to our employees and we confirm compliance with that policy.

# CULTURAL DIVERSITY

*Best Practice is when teachers interpret and adapt the curriculum to be responsive to the needs of students in their classes*

At Nayland College, we aim to provide a learning context where students can acquire the knowledge, skills, and attitudes to equip them for life in a multi-cultural world. At our College we value pedagogy that supports students to understand and respect diverse viewpoints, values, customs, and languages. Furthermore, we recognise that ethnicity is just one characteristic that contributes to diversity, and that cultural diversity occurs within ethnic groups.



**Nayland College aim to ensure that:**

- Teachers and support staff are aware of students' different cultural identities;
- Learning programmes and classroom environments incorporate cultural contexts relevant to students;
- Teachers demonstrate awareness of own culturally-based beliefs and practices and how these play out in the classroom and teaching practice;
- Diversity within cultures is recognised, for example: gender, socio-economic background, religion and talent; and,
- The school celebrates diversity through practical opportunities to share language and cultural experiences;
- All students feel safe to express their cultural values and beliefs in the classroom; and,
- All students are treated with respect and dignity and will actively work towards maximizing the potential of each student irrespective of cultural backgrounds.



# SUPPORTING DOCUMENTATION

The following documentation supports us in providing a curriculum that meets the needs of our students and the expectations of our community:

- Curriculum – the New Zealand Curriculum document
- Reporting Policy and Assessment Procedures
- Learning Support Procedures and Guidelines
- Gifted and Talented Guidelines
- Inclusion Guidelines
- Curriculum Policy
- Learning Area Schemes

The following documentation supports us in encouraging our teachers to be excellent practitioners:

- Ako Tikanga Professional Learning and Development Plan
- Staff Appraisal and Inquiry Processes
- Induction of Beginning Teachers Procedures
- Teacher Registration Procedures

The following documentation supports us in fostering excellence in school organisation:

- Annual Budget
- Policy and Procedures for controlling and monitoring expenditure
- Ten Year Property Plan
- Grounds and Property Policy
- Programme of self-review/evaluation
- Health and Safety Policy and Procedures

The following documentation supports us in fostering positive community partnerships:

- Community Consultation Procedures
- Consultation with the school's Māori community
- School-wide Positive Behaviour for Learning/SOAR (SW-PB4L)
- Youth Nelson Strategic Plan (Nayland College is the fundholder for this collaborative project)
- Top of the South Trades Academy Strategic Plan (Nayland College is the fundholder for this collaborative project)

All school policy and procedure documents can be accessed via [www.schooldocs.co.nz](http://www.schooldocs.co.nz).

User name: Nayland. Password: kuaka.

# Te Tumu Herenga Tangata Stoke/Tahunanui Kāhui Ako



Learners in our Kāhui Ako will experience rich learning through a community-driven curriculum which values equity, well being and success for all.

We will:

- ensure well being for all
- understand, share and embed best practice
- design and implement a local curriculum
- respect unique identities and develop a culture of agency
- develop coherent learning pathways



Our themes:

**Sharing of practice to help understand best practice** so learners are empowered through a **shared responsibility for** learning and the gathering of **evidence**, to **articulate** their learning progress.

**Developing cultures of agency** so learners are empowered to build their **capacity** to **activate** choices around their learning, within structures which promote learning.

Designing local curriculum that **amplify unique identities** so learners are empowered by **learning experiences** that the community contributes to, which are designed to make **meaningful connections** and create a **continuity of learning** across our Kāhui Ako through the development of capabilities.

**Promoting well-being for all** through acts of deliberate teaching, to increase pro-social behaviours, fostering **peer relationships**, a sense of **belonging** and an ability to **self-regulate**.



## SUCCESS

To ensure that all students leave Nayland College with an individualised qualification appropriate for their next learning steps.

## OPPORTUNITY

That a wide range of authentic educational opportunities, both within and extra to curriculum, empower all learners to achieve.

## AKO

Reduce disparity through ensuring teachers know and use the 'Relationship-based Teaching Profile'.

## RESPECT

To develop a caring, inclusive learning community through consistent use of the PB4L-SW framework, which enables all the students to achieve.

# AKO TIKANGA (Nayland Intentional Learning Framework)

SOAR (SW-PB4L)

RELATIONSHIP BASED LEARNING (RbL)

# Strategic Plan

Strategic Aims	Annual Objectives 2020	Annual Objectives 2021	Annual Objectives 2022
<p><b>SUCCESS</b></p> <p><i>To ensure that all students strive for excellence and leave Nayland College with at least a level 2+ qualification on the NCEA framework</i></p>	<p>1.1 That students are more aware of their own learning and progression through the curriculum</p> <p>1.2 That course construction and delivery maximises opportunities for students to achieve</p> <p>1.3 That academic mentoring processes strengthen learning relationships across the school</p>	<p>1.1 That students can track and interpret their own learning and progression through the curriculum</p> <p>1.2 That course construction and delivery maximises opportunities for students to achieve at endorsement and scholarship level</p> <p>1.3 That academic mentoring processes strengthen learning relationships to enable student success</p> <p>1.4 That staff are preparing for the new National Certificate of Educational Achievement framework to promote success</p> <p>1.5 Teachers are prepared and confident in using online teaching strategies, both within a blended and fully digital context</p>	<p>1.1 That students take responsibility and ownership for their learning and progression through the curriculum</p> <p>1.2 That course construction and delivery maximises opportunities for students to achieve at the highest level possible</p> <p>1.3 That academic mentoring processes empower students to make independent choices about their learning</p> <p>1.4 That staff are continuing to prepare for the new National Certificate of Educational Achievement framework to promote success</p> <p>1.5 Teachers are prepared and confident in using online teaching strategies, both within a blended and fully digital context</p>
<p><b>OPPORTUNITY</b></p> <p><i>That a wide range of authentic educational opportunities, both within and extra to the curriculum, empower all learners to achieve.</i></p>	<p>2.1 Place and culturally responsive pedagogies are developed in conjunction with Broadgreen Intermediate School and Ngāti Koata, leading to a more integrated, relevant and meaningful curriculum in the junior school</p> <p>2.2 That our junior curriculum is reviewed to ensure smooth transitions and clear links across and within learning areas</p> <p>2.3 That staff know and understand the new National Certificate of Educational Achievement framework</p>	<p>2.1 Place and culturally responsive pedagogies, in conjunction with Ngāti Koata, are embedded and shared across all learning areas</p> <p>2.2 That our new junior curriculum is implemented to ensure smooth transitions and clear links across and within learning areas</p> <p>2.3 To further develop and maintain learning programmes in partnership with our iwi, hapū and whānau that reflect New Zealand's cultural diversity and, in particular, the unique position of Māori as tangata whenua.</p>	<p>2.1 Place and culturally responsive pedagogies, in conjunction with Ngāti Koata, are embedded across all learning areas</p> <p>2.2 That our new junior curriculum is embedded with smooth transitions and clear links across and within learning areas</p> <p>2.3 To further develop and maintain learning programmes in partnership with our iwi, hapū and whānau that reflect New Zealand's cultural diversity and, in particular, the unique position of Māori as tangata whenua.</p>
<p><b>AKO</b></p> <p><i>Reduce disparity through ensuring teachers know and use the 'Nayland College Teaching Profile'.</i></p>	<p>3.1 Ensure staff know and use strategies from the 'relationship-based teacher (RbL) profile' in everyday practice</p> <p>3.2 Teachers know and use a range of blended learning strategies to implement part 2 of the RbL profile.</p> <p>3.3 Continue to grow the Learning Hub as a safe and accessible learning space</p> <p>3.4 To develop and maintain learning programmes in partnership with our iwi, hapū and whānau that reflect New Zealand's cultural diversity and, in particular, the unique position of Māori as tangata whenua.</p>	<p>3.1 Staff consistently apply strategies from the 'Nayland College Teaching (NCT) Profile' in everyday practice</p> <p>3.2 Strengthen learning support processes to provide safe and accessible learning to all students</p> <p>3.3 That the Puna Ako programme strengthens learning connections and academic mentoring relationships across the school</p>	<p>3.1 'Nayland College Teaching (NCT) Profile' practice is embedded in the culture of the school</p> <p>3.2 Continue to strengthen learning support processes to provide safe and accessible learning to all students</p> <p>3.3 That the Puna Ako programme continues to strengthen learning connections and academic mentoring relationships across the school</p>
<p><b>RESPECT</b></p> <p><i>To develop a caring inclusive learning community through consistent use of the PB4L-SW framework.</i></p>	<p>4.1 Establish a Learning Area Tier 1 PB4L advocate team</p> <p>4.2 Promote positive student behaviour through explicit teaching of the SOAR values</p> <p>4.3 Establish a peer support programme</p> <p>4.4 Investigate options to further cater for at-risk students on campus</p>	<p>4.1 Reemphasise our school PB4L Tier One focus</p> <p>4.2 Promote positive student behaviour through explicit teaching of the SOAR values</p> <p>4.3 Strengthen the peer support programme</p> <p>4.4 Implement new processes to cater for at-risk students on campus</p>	<p>4.1 Embed the school PB4L Tier One focus</p> <p>4.2 Promote positive student behaviour through explicit teaching of the SOAR values</p> <p>4.3 Expand the peer support programme</p> <p>4.4 Embed new processes to cater for at-risk students on campus</p>



# TARGETS

## Target 1

All target students working towards Level 4 upon entry to Nayland College will make accelerated progress towards Level 5 by the end of Year 10.

Year 9 target learners working towards Level 4 upon entry to Nayland College:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	33	280	12%
Māori	28	96	29%
Pasifika	1	5	20%
MELAA	2	8	25%
Male	46	187	25%
Female	18	212	8%

Year 10 target learners working below expectation:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	45	245	18%
Māori	20	71	28%
Pasifika	1	4	25%
MELAA	1	4	25%
Male	45	149	30%
Female	22	156	14%

## Target 2

That 80% of year 11 students identified as 'at risk' of not achieving gain level 1 in 2019.

Using year 10 tracking data we have identified a group of year 11 students who are at risk of not achieving level 1 in 2020:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	35	221	15%
Māori	22	61	36%
Asian	3	14	21%
Pasifika	4	7	57%
MELAA	1	12	8%
Male	41	151	27%
Female	24	164	15%

## Target 3

That all target learners in years 12-13 will achieve NCEA Level 2 by the time they leave school.

Using NCEA Level 1 achievement data, including the number of literacy and numeracy credits gained, we have identified a group of year 12/13 students who are at risk of not achieving NCEA Level 2:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	44	320	13%
Māori	19	80	25%
Asian	5	27	19%
Pasifika	1	9	11%
Male	35	236	15%
Female	34	207	16%

## Target 4

Whole school NCEA targets as listed:

	Year 11	Year 12	Year 13	
	Level 1	Level 2	Level 3	UE
2016	77.3	82.3	54.7	38.5
2017	75.0	79.4	68.1	41.8
2018	73.3	80.6	68.2	34.9
2019	79.3	74.9	62.0	38.0
2020	74.7	89.0	75.6	58.0
2021 (target)	80.0	90.0	77.0	60.0



# SUCCESS

To ensure that all students leave Nayland College with an individualised qualification appropriate for their next learning steps.

Te Kāhui Ako o Ōmaio ki Tāhunanui theme: **Developing cultures of agency.**

## Annual objectives

- 1.1 That students can track and interpret their own learning and progression through the curriculum
- 1.2 That course construction and delivery maximises opportunities for students to achieve at endorsement and scholarship level
- 1.3 That academic mentoring processes strengthen learning relationships to enable student success
- 1.4 That staff are preparing for the new National Certificate of Educational Achievement framework to promote success
- 1.5 Teachers are prepared and confident in using online teaching strategies, both within a blended and fully digital context



Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Meet with HOLAs individually to interrogate course data, particularly around UE and level 3 courses.	Early Term 1, 2021	DWN and line leader	Learning areas are fully aware of achievements, progress and opportunities for improvement.	
Review senior courses based on historical data to ensure courses are designed and structured to meet the learning needs of all students.	Term 1	HOLA and line leader	All courses will be designed and structured appropriate to the learning needs of students	
Effective tracking and monitoring data system implemented.	Term 2	RTL, HBS	Staff across the school are able to easily access data for evaluation purposes.	
Monitoring teams established using data effectively to track progress around annual objectives and student achievement.	Early Term 1	DWN	Annual objectives and student achievement are effectively monitored across the school.	
Recognition frequently given to students at all levels who are exceeding learning expectations, and events are held which celebrate these achievements.	Throughout 2021	SLT/all staff	Academic success is valued and visible through the actions of staff and frequent acts of recognition which celebrate achievement.	
Communication expectations around student progress continue to be clearly defined to teachers.	Throughout 2021	JTD/HBS	Parents receive frequent communication regarding their students' learning	
Through scheduling ensure that classroom time is 'protected' as much as possible	Throughout 2021	JTD, RTL	Less disruption to classroom learning	
Strategies for improving literacy and achievement are consistently incorporated into the NCT profile and shared and adapted through learning areas.	Throughout 2021	RTL, JTD, LMY, HOLAs	Priority learners have improved literacy levels	
Grow the SOLO learning taxonomy / framework across the junior school with new courses developed to use SOLO structure and assessment.	Ongoing	SLT, CGR	A number of key staff know and use the SOLO taxonomy in their teaching and learning programmes	
Review the enrichment programme.	Throughout 2021	RTL	GATE and scholarship processes strengthened.	
Staff are prepared to smoothly transition to a completely online learning platform and successfully use blended learning strategies within the classroom.	Early Term 1	RTL, GBD	Staff consistently and confidently utilise blended learning strategies and online platforms.	



# OPPORTUNITY

That a wide range of authentic educational opportunities, both within and extra to the curriculum, empower all learners to achieve.

Te Kāhui Ako o Ōmaio ki Tāhunanui theme: **Developing a local curriculum.**

## Annual objectives

- 2.1 Place and culturally responsive pedagogies, in conjunction with Ngāti Koata, are embedded and shared across all learning areas
- 2.2 That our new junior curriculum is implemented to ensure smooth transitions and clear links across and within learning areas
- 2.3 To further develop and maintain learning programmes in partnership with our iwi, hapū and whānau that reflect New Zealand's cultural diversity and, in particular, the unique position of Māori as tangata whenua.



Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Junior curriculum continues to be reviewed with a view to additional changes to core subjects in 2022.	Term 2	SLT HOLAs	A more integrated, relevant and meaningful curriculum is implemented in the junior school.	
Place and culturally responsive pedagogies and curriculum content shared and embedded throughout 2021 with input from Ngāti Koata iwi.	Throughout 2021	JTD, DML	Place and culturally responsive pedagogies are used by a majority of staff through authentic meaningful contexts as identified by our Māori community and Ngāti Koata Iwi.	
Ko Wai Tatou is further developed in conjunction with the curriculum review.	Term 1	HBS, HOLAs	New junior students transition successfully into Nayland College with a strong sense of whanaungatanga and belonging.	
Enrolment processes and events are continually reviewed to ensure that there is a clear, smooth, cohesive, and consistent transition for all students transitioning to Nayland College.	Term 1	SLT, KSD	Student transition into Nayland College is markedly improved in 2021 with consideration given to strengthening this further in 2022.	
Induction days are implemented for transfers during the year.	Term 1	DWN, KSD	Improved transition for students transferring during the year.	
That changes made to the senior curriculum continue to be reviewed and developed to ensure a pathway for every student with a focus more on skills rather than content.	On-going	SLT	Curriculum changes are implemented over the coming years that ensure a pathway is available for every student at the school	
That teachers are upskilled in the processes and standards for the new iteration of NCEA from 2022 onwards	On-going	SLT, RTL, HOLAs	All staff are aware of the new NCEA processes, systems and standards.	
Cottage Contact and peer mentoring programmes reviewed to create a more cohesive system with authentic learning opportunities.			Students with leadership capabilities are identified and trained in a way which results in positive peer mentorship experiences and greater senior/junior interaction.	
Stronger links with our iwi continue to be developed.	Ongoing	JTD, DWN	School plans are developed within a culturally responsive context with input from Ngati Koata and other iwi when appropriate.	
Whakairo commissioned for the front entrance of the school.	Term 1	JTD, DWN, BOT	A whakairo is commissioned for the front of the school.	
Effective pedagogies including active, literacy, place & culturally responsive and differentiation strategies are shared and implemented across learning areas.	Throughout 2020	JTD, MLS	Students are more engaged in the learning process over a full 75min period.	

A function is held to celebrate Māori succeeding as Māori	Term 2	DWN, JTD	Māori student success is acknowledged in an appropriate context resulting in students feeling valued and supported in the learning process	
The school Runanga Parents/Board committee is further established to consult and engage with Māori parents and community members	Term 2	JTD	Whanau are included in the learning process	



# AKO

Reduce disparity through ensuring teachers know and use the 'Relationship-based Teaching Profile'.

Te Kāhui Ako o Ōmaio ki Tāhunanui theme: **Sharing of best practice.**

## Annual objectives

- 3.1 Staff consistently apply strategies from the 'Nayland College Teaching Profile' in everyday practice
- 3.2 Strengthen learning support processes to provide safe and accessible learning to all students
- 3.3 That the Puna Ako programme strengthens learning connections and academic mentoring relationships across the school



Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Ensure WST group are using current SOAR and NCT Profile data to determine actions linked to the termly focus.	On-going	WST, SLT	Schoolwide actions are responsive to the data and identified needs.	
Review teacher inquiry processes to link with new Teaching Council Professional Growth Cycle.	Term 1	RTL, CGR	Professional growth cycle contributes to improved teaching practice and wellbeing.	
BYOD staff workshops to be held throughout the year	Ongoing	RTL, GBD	Staff have the skills required to successfully implement BYOD in the classroom	
Kāhui Ako commitments and responsibilities reviewed for what is, or is not mutually beneficial for Nayland College and the Kāhui Ako.	Term 3	DWN	Ensure Nayland College's relationship to Kāhui Ako is mutually beneficial.	
Academic mentoring and goal setting processes (including MyMahi) strengthened through implementation of Puna Ako.	Throughout 2021	HBS/ Puna Ako team	Students identify the purpose of their learning and can connect it to their 'big picture'.	
The Puna Ako planning team continues to develop resources and lead the Puna Ako tutor programme for 2021	Throughout 2021	HBS/ Puna Ako team	Fully implemented programme by the end of 2021.	
Real time parent progress reporting is implemented, including some form of student voice.	Early Term 1	HBS	Parents are given timely information regarding student progress.	
Review the role, function and outcomes for the Learning Support Centre.	Ongoing	HBS, JRI	Students in the Learning Support Centre are engaged in relevant learning in order to achieve.	
Align Nayland College learning support register and processes with MOE Learning Support Delivery Model.	Ongoing	HBS, SFD	Nayland College processes are streamlined and aligned to MOE best practice.	

# RESPECT

To develop a caring, inclusive learning community through consistent use of the PB4L-SW framework.

Te Kāhui Ako o Ōmaio ki Tāhunanui theme: **Promoting wellbeing for all.**

## Annual objectives

- 4.1 Reemphasise our school PB4L Tier One focus
- 4.2 Promote positive student behaviour through explicit teaching of the SOAR values
- 4.3 Strengthen the peer support programme
- 4.4 Implement new processes to cater for at-risk students on campus





Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Integrate the SOAR-PB4L processes into the WST team responsibilities.	Term 1	TOY, HBS	Teachers better understand SOAR processes and systems	
SOAR Tier One strategies are reestablished, including positive and restorative conversations and how to respond to unproductive behaviours.	Ongoing	WST, TOY, HBS	Teachers are consistently using Tier One strategies and accessing appropriate support.	
Peer support programme integrated with Cottage Contacts and peer mentorship programmes to create a more cohesive programme for students who are dedicated to citizenship.	Term 1	AST, TOY, SLT	A cohesive student peer mentoring, leadership, and support programme is in place by 2022.	
Students are supported to organise informal events which they believe support the culture and values of Nayland College.	Ongoing	AST, RTL	Nayland College hosts infrequent informal events for/by students which are designed to support school culture.	
Strengthen staff understanding of the SOAR PB4L through consistent and regular messaging.	Term 1	SOAR Teams, HBS TOY	Regular and effective teaching of SOAR behaviours and expectations are visible	
Research options to reduce stand downs and suspensions of 'tier 3' students.	Term 2	TOY, DWN, HBS	Effective processes are in place to ensure all students remain engaged in education	
Reward systems strengthened including acknowledging staff actively participating and utilising hua tickets.	Term 1	TOY	Staff are regularly utilising hua tickets and praise postcards.	
Reflection Room is used consistently and appropriately by staff following school processes.	Ongoing	TOY, HBS	Use of the reflection room strengthens positive student behaviours.	
Establish an on-site learning centre for at-risk Tier 3 students.	Term 3 ready for 2022	TOY, HBS	Tier 3 students are able to be successfully integrated and engaged on-site.	

# NAYLAND COLLEGE

## SPORTS PLAN 2021-2024



A holistic approach to sport and recreation supporting student life

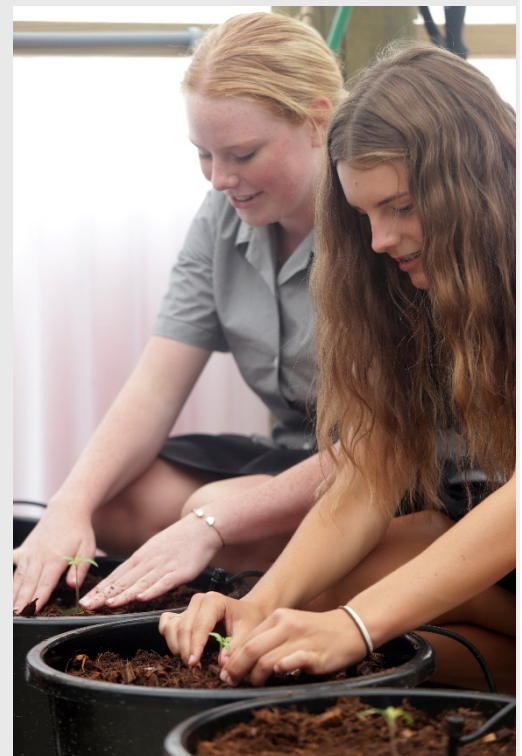
OUR VALUE OF SPORT: To encourage our school to engage, enrich and excel through sport



FOCUS	OUR INTENTION	OUR GOALS
SUCCESS	Support and motivate learners who aim for personal excellence	<ul style="list-style-type: none"> <li>1.1 Create pathways to allow students to succeed</li> <li>1.2 Provide opportunities to develop coaches, managers and staff</li> <li>1.3 Continue to increase our sporting profile to the community and celebrate success</li> <li>1.4 Attract and retain high calibre coaches</li> </ul>
OPPORTUNITY	Inspire learners who take every opportunity to reach their goals	<ul style="list-style-type: none"> <li>2.1 Enhance our student Sports Council further with greater junior involvement</li> <li>2.2 Provide opportunities and encourage student leadership in sport and recreation</li> <li>2.3 Continue to build and foster links with our community (external and internal)</li> <li>2.4 Provide and encourage students to pursue coaching opportunities</li> <li>2.5 Provide increased student participation opportunities</li> </ul>
AKO	Inspire learners who are engaged, innovative and collaborative	<ul style="list-style-type: none"> <li>3.1 Improve internal and external communication</li> <li>3.2 Develop our coaches and sports volunteers</li> <li>3.3 Develop coaching capacity with student cohort to reach feeder schools</li> <li>3.4 Provide quality sports experiences</li> </ul>
RESPECT	Foster learners who show manaaki (for themselves, others & the environment) and whanaungatanga (connection & belonging)	<ul style="list-style-type: none"> <li>4.1 Ensuring all students show manaaki</li> <li>4.2 Value and acknowledge our sports volunteers and supporters</li> <li>4.3 Create a safe environment that provides quality access to facilities and equipment</li> </ul>
SPORT OPERATIONS	To develop and implement an operational structure for sport and recreation relevant to the school	<ul style="list-style-type: none"> <li>5.1 Introduce a School Sports Committee</li> <li>5.2 Ensure financial transparency</li> <li>5.3 Review and develop school sport policies</li> <li>5.4 Continue to grow culture and perception of sport</li> </ul>

# GLOSSARY

BLT	Blended Learning Team
BOT	Board of Trustees
HOLA	Head of Learning Area
IST	Inquiry Support Team
Kahui Ako	Community of Learning
KAMAR	Our student management system
NAIL Group	A teacher led inquiry into the three E's: e-learning, engagement and effectiveness
NCEA	National Certificate of Educational Achievement
PB4L	Positive Behaviour for Learning (SW-school wide)
PLD	Professional Learning and Development
SCT	Specialist Classroom Teacher
SLT	Senior Leadership Team
SOAR	Our school values: Success, Opportunity, Ako, Respect
TLiF	Teacher-Led Inquiry Fund: Curriculum Project
UE	University Entrance Qualification
WST	Within-School Kahui Ako Support Team





# STAFF CODES

AST	Alice Scott
BCD	Ben Crawford
BGS	Brennan Geddes
CGR	Courtney Gravett
CLR	Cushla Laufkotter
CWN	Carrie Wilson
DHD	Di Holland
DML	Di Maskill
DWN	Daniel Wilson
GBD	Gaye Bloomfield
HBS	Hannah Banks
JRI	Julie Raharuhi
JTD	Jane Townsend
KSD	Kathy Sherwood
LMY	Leisa McCauley
MLS	Mark Lewers
NLN	Nigel Lineham
RTL	Rowan Taigel
SFD	Sue Ford
SHH	Shellee Hall
TOY	Trevor Olley





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