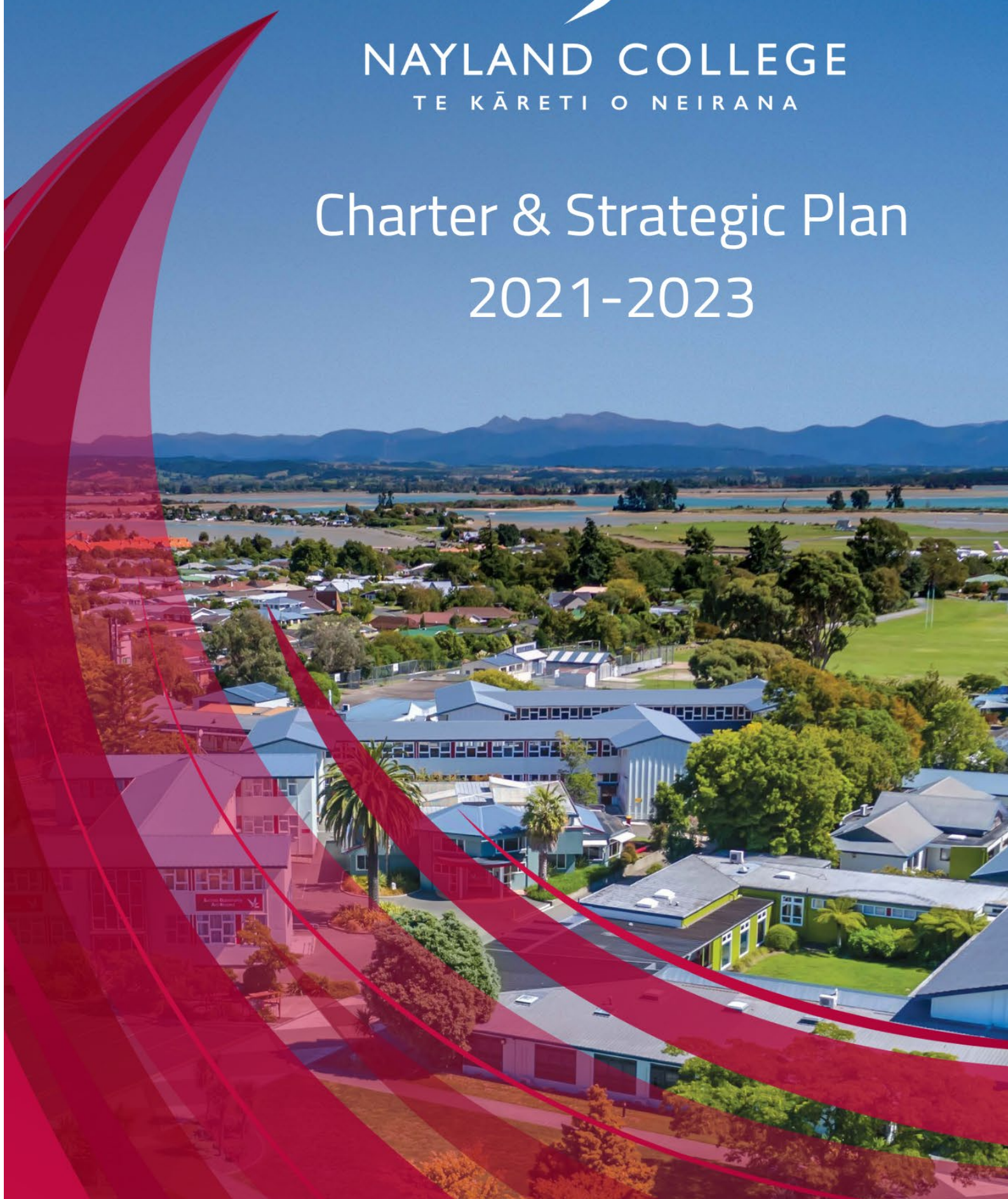





NAYLAND COLLEGE
TE KĀRETI O NEIRANA

Charter & Strategic Plan 2021-2023





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

Principals' endorsement:	Daniel Wilson	
Board endorsement:	Rachel Robinson	
Submission Date to Ministry of Education:	28 February 2023	

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.

CONTENTS

School overview	3
Mission, Vision, Values	4
School Values	5
School Crest	6
Te Ao Māori	7
Equal Employment Opportunity (EEO)	8
Cultural Diversity	9
Supporting Documentation	10
Stoke Tāhunanui Kāhui Ako	11
Strategic Plan 2021-23	12
Targets	13
Objectives 1.1-1.5 (SUCCESS)	15
Objectives 2.1-2.4 (OPPORTUNITY)	17
Objectives 3.1-3.4 (AKO)	19
Objectives 4.1-4.6 (RESPECT)	21
Nayland College Sports Plan	23
Glossary	24
Staff Codes	25





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).



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.



Success
Oppportunity
Ako *(Learning Together)*
Respect

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 kawa (policy, "what we do"), tikanga (correct procedure, "how we do it"), 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:

- Tātaiako: 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 kaupapa 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.

User name: Nayland. Password: kuaka.

STOKE-TĀHUNANUI KĀHUI AKO



Strategic Aims	Medium term objective	Annual Objectives 2022	Annual Objectives 2023
Culturally responsive pedagogy accelerates equity for marginalised learners	RBL is embedded in our way of working at all levels - within schools and across the Kahui Ako All learners experience rich learning opportunities	1.1 Collaboration is used more effectively within and across schools to promote and support best practice 1.2 There is progress in shifting teaching to the 'North East' corner through quality coaching 1.3 The following RBL pillars will be embedded in the practices of all schools: impact coaching, co-construction, monitoring meetings (guiding coalition) and voice collection	1.1 Collaboration is effectively used within and across schools to promote and support best practice 1.2 There is significant progress in shifting teaching to the 'North East' corner through quality coaching 1.3 The following RBL pillars are sustained in the practices of all schools: impact coaching, co-construction, monitoring meetings (guiding coalition) and voice collection
A local curriculum with Coherent Pathways is experienced with success by all learners	Coherent pathways, using the capability statements, will be developed for all transition points across our Kahui Ako to underpin a local curriculum All learners experience rich learning opportunities	2.1 A system to successfully engage with whānau and community regarding local curriculum has been developed 2.2 The Local curriculum is beginning to reflect Whānau and community aspirations 2.3 A coherent pathway towards the new NCEA literacy and numeracy assessment requirements and the new NZ Histories curriculum is being developed	2.1 A system to successfully engage with whānau and community regarding local curriculum has been initiated 2.2 Significant parts of the local curriculum reflects whānau and community aspirations 2.3 A coherent pathway towards the new NCEA literacy and numeracy assessments and the Aotearoa NZ Histories curriculum is being developed

Strategic Plan

Strategic Aims	Annual Objectives 2021	Annual Objectives 2022	Annual Objectives 2023
SUCCESS <i>To ensure that all students strive for personal success and leave Nayland College ready for their next steps in the world.</i> (NELP 2.4, 3.6)	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	1.1 That students set their own educational and academic goals and take the necessary steps to achieve them. 1.2 That course construction and delivery maximises opportunities for students to achieve at merit and excellence level and achieve scholarship level. 1.3 That academic mentoring processes empower students to make independent choices about their learning. 1.4 That staff are continuing to prepare 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, hybrid and fully digital context.	1.1 That course construction and delivery maximises opportunities for students to achieve. 1.2 That academic mentoring processes empower students to make independent choices about their learning. 1.3 That staff are continuing to prepare for the new National Certificate of Educational Achievement framework to promote success. 1.4 Students are well prepared to achieve success in literacy and numeracy standards. 1.5 Staff are engaging with the curriculum refresh change process.
OPPORTUNITY <i>A wide-range of authentic and culturally-rich opportunities both within and extra to the curriculum empower all learners to be treaty partners and global citizens.</i> (NELP 1.2, 3.5, 4.7)	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.	2.1 Place and culturally responsive pedagogies, in conjunction with Ngāti Koata and other mana whenua and local whānau, are embedded across all learning areas. 2.2 That our new junior curriculum is embedded with smooth transitions and clear links across and within learning areas. 2.3 To further development 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. 2.4 To support engagement in global citizenship and sustainability.	2.1 Place and culturally responsive pedagogies, including Maturanga Māori, in conjunction with Ngāti Koata, and other iwi, are embedded across all learning areas. 2.2 That our new junior curriculum is embedded with 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. 2.4 To support engagement in global citizenship and sustainability.
AKO <i>To inspire all learners through positive relationships and effective teaching and learning practices.</i> (NELP 3.5)	3.1 Staff consistently apply strategies from the 'Nayland College Teacher (NCT) 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	3.1 'Nayland College Teacher (NCT) Profile' practice is embedded in the culture of the school. 3.2 Continue to strengthen learning support processes to provide safe and accessible learning to all students. 3.3 Supplementary programmes strengthen learning connections and academic mentoring relationships across the school. 3.4 Promote cultural-competency teaching and training for students and teachers.	3.1 'Nayland College Teacher (NCT) Profile' practice is embedded in the culture of the school. 3.2 Continue to strengthen learning support processes to provide safe and accessible learning to all students. 3.3 Supplementary programmes strengthen learning connections and academic mentoring relationships across the school. 3.4 A Te Ao Māori class is established in Year 9.
RESPECT <i>To develop an inclusive and equitable learning community through valuing and nurturing our hauora.</i> (NELP 1.1, 2.3)	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	4.1 PB4L tiered framework used effectively across the school. 4.2 Promote positive student behaviour through explicit teaching of the SOAR values and the use of restorative practices. 4.3 Expand student leadership opportunities. 4.4 Embed new processes to cater for at-risk students on campus. 4.5 Implement new pastoral line leadership structure.	4.1 PB4L tiered framework used effectively across the school. 4.2 Staff competently utilise restorative practice strategies within our SOAR values framework. 4.3 Student leadership opportunities are expanded. 4.4 Targeted learning programmes are strengthened to cater for diverse learning needs. 4.5 A new waka structure is implemented. 4.6 Student attendance is improved.

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	39	202	19%
Māori	12	56	21%
Asian	1	17	6%
MELAA	2	7	29%
Pasifika	2	13	15%
Male	35	134	26%
Female	24	166	14%
Diverse	1	4	25%

Year 10 target learners working below expectation:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	48	223	22%
Māori	31	59	53%
Pasifika	3	9	33%
MELAA	3	4	75%
Asian	2	10	20%
Male	47	158	30%
Female	39	146	27%

Target 2

That 80% of year 11 students identified as 'at risk' of not achieving, gain level 1 in 2023.

Using year 10 tracking data we have identified a group of year 11 students who are at risk of not achieving level 1 in 2023:

Ethnicity	Target Learners	Total Learners	% of Total
NZ European	65	263	25%
Māori	28	83	34%
Pasifika	2	4	50%
MELAA	3	6	50%
Asian	1	14	7%
Male	52	173	30%
Female	46	191	24%
Diverse	1	7	14%

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	56	357	16%
Māori	22	70	31%
Asian	2	27	7%
Pasifika	1	6	17%
MELAA	2	12	17%
Male	42	216	19%
Female	40	251	16%
Diverse	1	5	20%

Target 4

Whole school NCEA targets as listed:

	Year 11	Year 12	Year 13	
	Level 1	Level 2	Level 3	UE
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	80.5	82.9	73.8	45.3
2022	75.6	87.0	73.7	44.0
2023 (target)	80.0	90.0	75.0	50.0

IMPLEMENTATION PLAN 2023



SUCCESS

To ensure that all students strive for personal success and leave Nayland College ready for their next steps in the world.

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



Annual objectives 2023

- 1.1 That course construction and delivery maximises opportunities for students to achieve
- 1.2 That academic mentoring processes empower students to make independent choices about their learning.
- 1.3 That staff are continuing to prepare for the new National Certificate of Educational Achievement framework to promote success.
- 1.4 Students are well prepared to achieve success in literacy and numeracy standards.
- 1.5 Staff are engaging with the curriculum refresh change process.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Meet with HOLAs individually to analyse course data, particularly around UE and level 3 courses.	Term 1	Line leaders (DWN)	Learning areas are fully aware of achievements, progress and opportunities for improvement.	
Ensure level one courses offered for 2024 meet the new NCEA changes and 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.	
Professional development provided for staff around literacy across all learning areas.	Throughout	AST (Lit), WST, SCT, SLT	Staff are more confident and competent in delivering literacy strategies across the curriculum.	
Develop and implement a bank of common use strategies for literacy and numeracy.	Throughout	AST (Lit), SLT	Staff have access to a range of resources to support literacy learning.	
Professional development provided for staff around numeracy across all learning areas.	Throughout	WST (Num), SCT, SLT	Staff are more confident and competent in delivering numeracy strategies across the curriculum.	
Staff continue to prepare for upcoming level two and three NCEA changes.	Throughout	RTL, NLM	Staff are more confident and competent in delivering new NCEA standards.	
Opportunities to engage in the curriculum refresh programme are offered regularly.	Throughout	BWA	Staff know and understand the draft curriculum refresh framework.	
Review academic mentoring process to ensure it meets current research and best practice.	Term 1	HBS	Students are better prepared and supported to meet their own learning goals.	
Review online reporting processes.	Term 1	HBS	Reporting to parents is more consistent and simplified for staff.	
Stocktake the current use of SOLO and grow towards embedding more as a pedagogical tool within the school.	Term 2	BWA, CGR	Staff know and use the SOLO taxonomy in their teaching and learning programmes.	

OPPORTUNITY

A wide-range of authentic and culturally-rich opportunities both within and extra to the curriculum empower all learners to be treaty partners and global citizens.

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



Annual objectives

- 2.1 Place and culturally responsive pedagogies, including Mātauranga Māori, in conjunction with Ngāti Koata, and other iwi, are embedded across all learning areas.
- 2.2 That our new junior curriculum is embedded with 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.
- 2.4 To support engagement in global citizenship and sustainability.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Matauranga Māori PLD will be provided throughout the year.	Throughout	BWA	Culturally responsive pedagogies are used by all staff through authentic meaningful contexts.	
Junior structural changes around core and module programmes are confirmed for 2024.	End of Term 1	SLT	A more integrated, relevant and meaningful curriculum is implemented in the junior school to enhance student engagement, wellbeing and achievement.	
GaTE processes are strengthened and enhanced across all levels of the school.	End of Term 1	SLT	All students have enriched learning experiences across the curriculum.	
Local iwi are engaged in curriculum design and development.	Ongoing	BWA, DWN	School plans are developed within a culturally responsive context with input from Ngati Koata and other iwi when appropriate.	
The Rūnanga Mātua is embedded and strengthened.	Term 2	DWN, BWA	Whānau are included in the life of the school.	
Sustainability and global citizenship initiatives are monitored and strengthened across the school.	Throughout	GMR, MRN	The sustainability and global citizenship policy is embedded.	

AKO

To inspire all learners through positive relationships and effective teaching and learning practices.

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



Annual objectives

- 3.1 'Nayland College Teacher (NCT) Profile' practice is embedded in the culture of the school.
- 3.2 Continue to strengthen learning support processes to provide safe and accessible learning to all students.
- 3.3 Supplementary programmes strengthen learning connections and academic mentoring relationships across the school.
- 3.4 A Te Ao Māori class is established in Year 9.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Ensure learning and pastoral teams are using current SOAR and Nayland College Teacher Profile data to determine actions linked to the termly focus.	On-going	HOLAs, Kaiarataki, Ahorangi, SLT	Schoolwide actions are responsive to the data and identified needs.	
Establish a Te Ao Māori class in Year 9.	Term 1	BWA	A successful Te Ao Māori class is established.	
Strengthen the ARA class processes with increased whānau involvement and support.	Term 1	BWA	Students in the ARA class are successful at meeting their own learning goals.	
Increase classroom observations and coaching in line with the Nayland College Teacher Profile.	Throughout	All	Staff are using relational pedagogical approaches within the classroom	
Thursday morning PLD sessions are used effectively to ensure that teachers are fully supported around all aspects of teaching practice and national/school priorities.	Throughout	SLT, RTL, SCTs	Teachers are supported to professionally develop their practice in line with national and school goals.	
Promote cultural-competency teaching and training for students and teachers.	Throughout	SLT, BWA	All teachers are committed to inclusivity and improving their cultural capabilities.	
Senior electives are strengthened as part of the Puna Ako programme with more emphasis on extending and supporting classroom learning activities.	Term 1	HBS	Senior students experience a range of engaging electives.	
Substantial building projects are successfully managed to minimise impacts on teaching and learning.	Throughout	JHL, DWN, NLM, BCD	Learning spaces continue to be available during construction processes.	

RESPECT

To develop an inclusive and equitable learning community through valuing and nurturing our hauora.

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



Annual objectives

- 4.1 PB4L tiered framework used effectively across the school.
- 4.2 Staff competently utilise restorative practice strategies within our SOAR values framework.
- 4.3 Student leadership opportunities are expanded.
- 4.4 Targeted learning programmes are strengthened to cater for diverse learning needs.
- 4.5 A new waka structure is implemented.
- 4.6 Student attendance is improved.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Establish and implement consistent classroom routines in the junior school.	Term 1	All	Students have a more consistent experience of lessons and expectations.	
Establish and implement new waka structure.	Term 1	SLT	Students are more engaged in the 'school within a school' waka system.	
Implement a range of attendance strategies to improve attendance across the school.	Term 1	SLT, DWN	Attendance is improved across the school.	
Restorative practice strategies are strengthened, including positive and restorative conversations and how to respond to unproductive behaviours.	Ongoing	WSTs, TOY, HBS, RTL,	Teachers are consistently using Tier One strategies and accessing appropriate support.	
Strengthen staff understanding of SOAR/PB4L through consistent and regular messaging.	Term 1	RTL, BWA, HBS, TOY, Kaiarataki, Ahorangi, SCTs	Regular and effective teaching of SOAR behaviours and expectations are visible.	
Embed the new hua reward system.	Term 1	TOY, RTL, BWA	Students are motivated to use the new digital reward system to improve learning behaviours.	
Embed and strengthen Kaikōhau on-site learning centre (904/1004).	Throughout	TOY, HBS	Students at risk of Tier 3 behaviours are able to be successfully integrated and engaged on-site.	
Student leadership opportunities are further developed and strengthened with authentic learning opportunities.	Ongoing	GMR	Student leadership processes are strengthened across the school.	
Waka identity built and reinforced through regular waka events and activities.	Term 1	GMR, AST	Students feel connected and engaged within their waka.	
Student leaders take responsibility for leading regular house assemblies.	Ongoing	GMR, AST	Students feel connected and engaged within their waka.	

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

GLOSSARY

Ahorangi	Associate Dean
AST	Across School Teacher (Kahui Ako)
BOT	Board of Trustees
HOLA	Head of Learning Area
Kāhui Ako	Community of Learning
Kaiarahi	Tutor Teacher
Kaiarataki	Dean
Kaitaunaki	Māori student leaders
KAMAR	Our student management system
NCEA	National Certificate of Educational Achievement
NCT Profile	Nayland College Teacher Profile
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
SOLO	Structure of Observed Learning Outcomes - a reporting framework
TLiF	Teacher-Led Inquiry Fund: Curriculum Project
UE	University Entrance Qualification
WST	Within-School Teacher (Kahui Ako)



STAFF CODES

AST	Alice Scott
BCD	Ben Crawford
BGS	Brennan Geddes
BWA	Bruno Watkins
CGR	Courtney Gravett
CLR	Cushla Laufkotter
CVR	Corrin Vedder
CWN	Carrie Wilson
DHD	Di Holland
DWN	Daniel Wilson
GBD	Gaye Bloomfield
GMR	Gavin Millar
HBS	Hannah Banks
JHL	John Hall
JWR	John Walker
KSD	Kathy Sherwood
MRN	Matt Robinson
NLN	Nigel Lineham
RTL	Rowan Taigel
SFD	Sue Ford
SHH	Shellee Hall
TOY	Trevor Olley







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Showcase School