





NAYLAND COLLEGE
TE KĀRETI O NEIRANA

Strategic & Annual Implementation Plan 2024-2025





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

Acting Principals' endorsement:	Hannah Banks	
Board endorsement:	Rachel Robinson	
Submission Date to Ministry of Education:	1 March 2024	

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

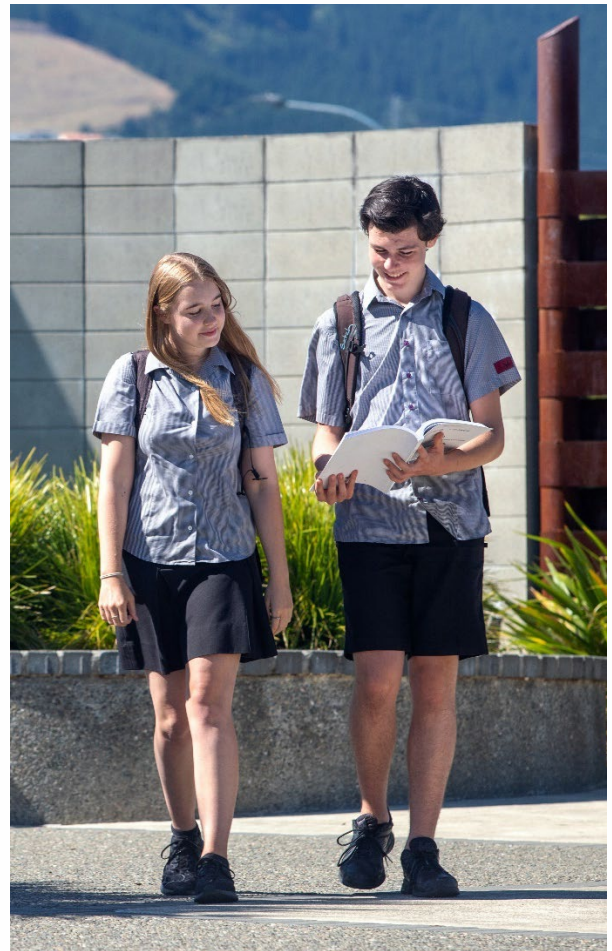
TE KĀRETI O NEIRANA

Nayland College is a state co-educational Year 9 to Year 13 secondary school with approximately 1400 students, with 20% of students identifying as Māori.

During the past fifty-six 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).





TOITOTI MANAWA

INSPIRE · ENGAGE · EMPOWER



Success

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



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.



Ako

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



Respect

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

TE AO MĀORI

Te Ao Māori is rich in nature through its long history, 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 valued and appreciated. The College embraces its responsibilities under Te Tiriti o Waitangi and values the relationship with local iwi as partners in educating all Māori students at the College. There is a growing relationship between Nayland College and Ngāti Koata – the iwi kaitiaki of the whenua on which the school sits. 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:

- Te Tiriti O Waitangi
- Ka Hikitia
- Ngā Kawataua me Ngā Tūmanakotanga o Te Tauīhu – The Aspirations and Expectations of Te Tauīhu
- 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
- Provision of Māori representation in school leadership roles, including but not limited to the Board and Senior Leadership Team
- Māori representation throughout school structures which has the ability for Māori authority (i.e. self-determination) and wider consultation with Māori communities
- Encouraging and developing strong Māori student leadership throughout the school
- Continual focus on improving equity for Māori students; through resourcing, relational pedagogy, meaningful student pathways and prioritizing 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
- Provision of professional development opportunities for staff members to increase their understanding and skill in te reo me ōnā tikanga Māori
- Strengthening the development of a localised, culturally responsive curriculum across all learning areas and at all year levels. A place responsive curriculum that emphasises understanding of our local history and the cultural significance of our environment
- 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
- 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 support 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: mihi whakatau for new staff, students and special guests; opening of new buildings; start and close of each school year, and school awards evenings.

Specific programmes offered at Nayland College include:

- Year 9 visit to Whakatū Marae
- Culturally Responsive & Relational School Wide Professional development
- Incorporation of culturally responsive practice into the Nayland College Teaching Profile
- Kaupapa Māori Student Leadership and school Cultural Committee
- Kapa Haka Rōpu
- Whānau tutor class – Pūaha Te Tai
- Te Reo Māori instruction (Year 9 – 13) including support for students who are able to accelerate in Te Reo through inclusion in tertiary education programmes while at school
- Ngā Toi – Māori performing arts course
- Inter-waka (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.



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 kura 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 aims 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 their 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.

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.

SUPPORTING DOCUMENTATION

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

- National Educational and Learning Priorities
- Ka Hikitia
- Curriculum – the New Zealand Curriculum document
- Ngā Kawataua me Ngā Tūmanakotanga o Te Taihū – The Aspirations and Expectations of Te Taihū
- 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 and engagement with the school's Māori community
- School-wide Positive Behaviour for Learning/SOAR (SW-PB4L) and Restorative Practice
- 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.

Username: Nayland

Password: kuaka

STOKE-TĀHUNANUI KĀHUI AKO

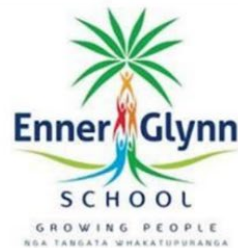


Stoke-Tāhunanui
Kāhui Ako

Tahunanui School



"I can - I will"



We work with and alongside the other schools within our Kāhui Ako. Once the Kāhui Ako's updated strategic plan is finalised, Nayland College will continue to align our goals to link in with overarching Kāhui Ako goals.

Nayland College Strategic Plan 2024 - 25

Information used to develop this plan:

This strategic plan was co-created with our local community using online surveys, community hui, feedback from our school community, staff, students, and Board, as well as our previous strategic plan. Separate surveys were given to whānau/community members, our ākonga, and staff. They were asked about what areas the school is doing well in for learners and the community and areas the school may need increased focus on for the next strategic planning period. This includes areas such as diversity/inclusion, curriculum, transitions, opportunities, wellbeing, safety, communication, transparency and pride.

Feedback from the community and surveys has been presented at a whānau hui and discussed by the board prior to the writing of this strategic plan. The feedback was summarised into several themes that inform strategic goals and the annual implementation plan. This feedback has been considered alongside the primary objectives of the board and the National Education and Learning Priorities (NELP). These are explicitly outlined in the plan below.

The surveys found that Nayland College may need to emphasise education that equips ākonga for life beyond school and opportunities for individualised education and personal success. There is work to be done in ākonga engagement and wellbeing. Whānau also emphasised the ongoing importance of learning essential knowledge and skills.

Currently, Nayland College has been excelling at providing a rich, interesting curriculum with lots of opportunities that excite and inspire ākonga. While our staff are able to identify individual learning needs and facilitate agentic student learning, we recognise that staff may be further supported to do this.

The surveys suggested that some of our learners are at-risk of disengaging from learning. This requires us to understand the contexts behind disengagement and the external factors, such as COVID-19, poverty, and home environments that contribute to disengagement.

Woven into this strategic plan is Ngā Kawatau me ngā Tūmanakotanga o Te Taihu: The Aspirations and Expectations of Te Taihu. This document is produced by Te Kāhui Mātauranga o Te Taihu with input from local iwi.

As with our last strategic plan, the strategic goals are organised according to our SOAR values – Success, Opportunity, Ako, and Respect.



Strategic Goals

	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?	
SUCCESS To ensure that all students strive for personal success and leave Nayland College ready for their next steps in the world.	An increased number of students achieve personalised learning success across the refreshed curriculum. Career and pathways education is incorporated into the curriculum. More students achieving success at merit and excellence levels.	Reporting processes are reviewed to ensure parents are fully informed. Courses are designed to be responsive to student need. Pathways, careers and life skills are further incorporated into our local curriculum. Improved academic mentoring and tracking processes are implemented.	Monitoring of exit and transition data. An increase in achievement in NCEA, including at merit and excellence level. The achievement gap between Māori and non-Māori and boys/girls is reduced.	Board Primary Objective: 1, 3
				Links to Education requirements: NELP 2, 4
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.	Local iwi priorities for learning are woven into our local curriculum. Students and teachers have opportunities to learn te reo and apply the principles of Mātauranga Māori. Whānau have a greater sense of belonging in the school. The school has a strong sense of community and regularly hosts whānau and local community members. Students have pride in their culture and heritage, and have opportunities to share their culture and identity with others. The school celebrates diversity. The school feels like a welcoming environment to students and people from all walks of life.	PLD contract with Kurahaupō supports the board, SLT, HOLAs and teaching staff to develop cultural capabilities. Opportunities for whānau and community involvement are further entrenched in our school culture. Students are given opportunities to share their culture and identity, and these are used as learning opportunities. Connections with local iwi are strengthened through a range of partnership opportunities. Feedback is regularly gathered from whānau and the community. Cultural days, language days, festivals and events are regularly included and acknowledged.	Mātauranga Māori is incorporated into all Level 1 achievement standard courses and is further embedded across the junior school. All staff will have a personalised te reo and te ao Māori professional learning and development plan. Local iwi are involved in the wider life of the school. A project to increase the visual representation is completed, with participation from staff, students and local iwi/community members. There are increased numbers of students participating in both te reo Māori and Puaha Te Tai (whānau class) and kapa haka.	Board Primary Objective: 3, 4
				Links to Education requirements: NELP 1, 2, 4, 5, 6, 7

	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?	
AKO To inspire all learners through positive relationships and effective teaching and learning practices.	<p>Students with additional learning needs receive the individual support they need.</p> <p>Students experience high quality teaching and learning.</p> <p>Students show increased learner agency.</p> <p>Students are prepared for further learning and work, and know how to learn effectively.</p> <p>The local curriculum allows students to explore their strengths and opportunities.</p>	<p>Teachers are supported with targeted PLD on neuro-diverse learners and Universal Design for Learning.</p> <p>'Nayland College Teacher (NCT) Profile' practice is embedded in the culture of the school.</p> <p>Learning support processes are strengthened to provide safe and accessible learning to all students.</p>	<p>PLD sessions are held regularly</p> <p>Junior courses and NCEA level 1 courses incorporate UDL principles and strategies to support diverse learners.</p> <p>All teachers undergo an observation and coaching conversation based on the Nayland College Teacher Profile. (Data shows teachers improving in their 'North East' practice)</p>	Board Primary Objective: 1, 3
				Links to Education requirements: NELP 2, 4, 6
RESPECT To develop an inclusive and equitable learning community through valuing and nurturing our hauora.	<p>Teachers consistently use restorative practices and the SOAR values to promote a positive learning culture.</p> <p>Improved positive learning relationships with and between staff and students.</p> <p>Staff have the knowledge and skills to positively support their wellbeing and that of their colleagues.</p> <p>Students learn in environments that prioritise safety and wellbeing.</p> <p>Students are equipped with the knowledge and skills to support their own wellbeing.</p>	<p>Student wellbeing and hauora is supported through targeted student support.</p> <p>Staff are supported to understand the learning culture and classroom routines of the school and implement this consistently across their classes.</p> <p>Targeted PLD and other support enables staff to use restorative practice effectively.</p> <p>Student, staff, and whānau feedback regularly sought on the learning culture across the school.</p> <p>Tracking processes routinely identify students in need of targeted interventions.</p> <p>A culture of wellbeing is supported across our community.</p>	<p>Stand downs and suspensions are reduced across the school.</p> <p>Staff surveys, interviews and meetings indicate improvements to staff wellbeing.</p> <p>Student surveys show improvements in wellbeing and levels of support.</p> <p>School community feedback shows positive improvement in wellbeing.</p>	Board Primary Objective: 2, 3
				Links to Education requirements: NELP 1, 5

IMPLEMENTATION PLAN 2024



SUCCESS

Strategic Goal (9a): To ensure that all students strive for personal success and leave Nayland College ready for their next steps in the world.

Starting point (9e):

NCEA achievement rates have risen over the last three years at all levels. NCEA level 2 achievement is particularly pleasing being well above national and comparable rates. However, an achievement gap remains between Māori and non-Māori and boys and girls.

Annual Targets (9a):

(Informed by the strategic actions)

Annual Target One

Reduce the disparity between Māori and non-Māori students NCEA achievement.

	Level 1	Level 2	Level 3	UE
Nayland Māori students	61.2	75.6	57.9	31.6
Nayland All Students	72.6	88.5	74.3	46.4

Annual Target Two

Reduce the disparity between boys' and girls' achievement.

	Level 1	Level 2	Level 3	UE
Nayland Boys	70.6	91	71.4	37.6
Nayland Girls	78.2	86.4	76.5	53

Success (9d): What we expect to see at the end of the year

Increased achievement levels at NCEA – including endorsements.
Increased achievement for Māori learners.
Improved retention of Māori learners into senior year levels.

Increased achievement for boys.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

To improve outcomes for Māori learners, a focus on strengthening teachers' cultural capability is required.

Strengthening relationships with whānau, iwi and Ngāti Koata should permeate throughout the school and ensure Māori learners feel connected, empowered and experience success as Māori.

Describe how the annual targets &/or actions support student progress (literacy/numeracy/students whose needs have not been met) (9f):

Strategic focus on improving outcomes for target and Māori learners.
Continuation of focus on literacy and numeracy strategies and expertise across the school.

Continued focus on supporting students into appropriate pathways.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Meet with HOLAs individually to analyse 2023 course data.	Term 1	SLT/HOLAs	Learning areas are fully aware of achievements, progress and opportunities for improvement.	
Support HOLAs to set learning area wide goals and action plans to improve engagement and achievement within courses.	Term 1	SLT / HOLAs	Each learning area will have a documented learning area plan and individual teacher goals for 2024.	
Support HOLAs to work with their learning areas to regularly track and review student achievement throughout the year.	Throughout	SLT	SLT and HOLAs able to regularly discuss academic tracking as part of line leadership meetings.	
Review and strengthen processes for monitoring and recording junior progress and achievement.	By end of term 1	SLT and HOLAs	Learning areas consistently use SOLO progressions to measure progress and achievement.	
Provide focused PLD on targeted pedagogical strategies from the Nayland College Teacher profile to improve engagement, retention and achievement across all year levels.	Throughout	SLT	Improved engagement, retention and achievement across all year levels.	
Provide professional development for staff around literacy and numeracy strategies across all learning areas.	Throughout	AST (Lit), WST, SCT, SLT	Staff are more confident and competent in delivering literacy and numeracy strategies across the curriculum.	
Regularly offer opportunities to engage in the curriculum refresh programme.	Throughout	BWA, HBS, RTL	Staff know and understand the curriculum refresh framework.	
Review academic mentoring process to ensure it meets current research and best practice.	Term 1	HBS, AST	Students are better prepared and supported to meet their own learning goals.	

Implement revised online reporting processes.	Term 1	HBS, AST	Reporting to parents is more consistent and simplified for staff.	
Further incorporate pathways, careers and life skills into the curriculum.	Plans in place by end of 2024	AST, AWL	Learning areas begin to develop junior careers opportunities within the curriculum.	
Provide focused PLD to support the Board, SLT, HOLAs and teaching staff to further develop cultural capabilities.	Throughout	BWA, SLT	Improved cultural awareness, capability, confidence and inclusion across all levels of the school.	



OPPORTUNITY

Strategic Goal (9a): *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.*

Starting point (9e):

Waka system which began in 2023 is strengthened to increase participation and leadership opportunities.

Students are further empowered to identify and deliver activity opportunities for peers (e.g through senior committees, waka captains, junior and year 11 leadership development).

Opportunities for Whānau and community involvement are further developed (building upon a successful Rūnunga Mātua, successful community Matariki celebration etc).

Opportunities for classroom, EOTC and co-curricular activities are already strong and should be maintained.

Annual Targets (9a):

(Informed by the strategic actions)

Annual Target One

Increased participation in school clubs, groups, extra-curricular and leadership activities.

(Student voice reflects engagement in and enjoyment of activities through wellbeing surveys)

Annual Target Two

Success (9d): What we expect to see at the end of the year

A range of cultural, fun and sporting events and activities throughout the year.

Strengthened connections with iwi, whānau and community.

Lunch and break times have opportunities for students to connect and engage (without phones).

Increased opportunities for engagement and enjoyment encourage increased attendance.

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Cultural, co and extra curricular and school wide events broaden opportunities for all students to learn about and engage in Te Ao Māori.

Describe how the annual targets &/or actions support student progress *(literacy/numeracy/students whose needs have not been met)* (9f):

Opportunities are made available for ALL students to participate to promote inclusion and celebrate diversity.

Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Strengthen and enhance GATE processes across all levels of the school.	End of Term 1	RTL, GBD, CVR	All students have enriched learning experiences across the curriculum.	
Investigate opportunities to enhance scholarship programme.	End of Term 2	RTL, GBD, CVR	Scholarship programme established.	
Further develop and strengthen student leadership with authentic learning opportunities.	Ongoing	AST, SMD, Kaiarataki	Student leadership opportunities and processes are strengthened across the school.	
Strengthen connections with Ngati Koata (and other local iwi as appropriate) through a range of partnership opportunities.	Throughout	SLT	Iwi knowledge and history are incorporated into the curriculum and visible throughout the school.	
Review Rūnanga Mātua, including gathering regular feedback from whānau.	Term 2	HBS, BWA	Whānau are included in the life of the school.	
Initiate and celebrate student led cultural days, language days, festivals and events throughout the year.	Throughout	AST, SMD, student leaders	There are a number of events throughout the year with strong participation from students.	
Strengthen waka culture; including regular waka assemblies, waka days and waka competitions throughout the year.	Throughout	AST, BWA, SMD, Kaiarataki, student leaders	Participation in waka events is increased. Students and staff demonstrate stronger waka identity.	
Support engagement in global citizenship and sustainability initiatives.	Throughout	SLT, DSN, KFN	Sustainability and global citizenship initiatives are monitored and strengthened across the school.	

AKO

Strategic Goal (9a): *To inspire all learners through positive relationships and effective teaching and learning practices.*

Starting point (9e):

We have been an RBL school for approx. 7 years. We established the Nayland College Teacher Profile approx. 3 years ago. Year 10 curriculum has been modularised following culturally responsive principles of curriculum design in line with the Te Mātaiaho NZ curriculum refresh. We will focus on implementing year 10 and NCEA level 1 courses. We aspire to have every teacher working in the 'North East' corner and demonstrating pedagogical excellence.

Annual Targets (9a):

(Informed by the strategic actions)

Annual Target One

Learners achieve success appropriate to their individualised goal.

	Level 1	Level 2	Level 3	UE
Nayland All Students	72.6	88.5	74.3	46.4

Annual Target Two

Success (9d): What we expect to see at the end of the year

NCEA data
Junior achievement data
Student voice
Exit transition data
Achievement conference Pt2 data

Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Strengthening our curriculum design and pedagogical practice through the Nayland College Teacher profile inherently includes incorporating culturally responsive practices that support Māori learners.

Describe how the annual targets &/or actions support student progress *(literacy/numeracy/students whose needs have not been met)* (9f):

Strengthening the Nayland College Teacher Profile includes strengthening practice around supporting literacy, numeracy achievement, improving practices for neuro diverse learners and students pursuing vocational pathways.

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.	Throughout	HOLAs, Kaiarataki, Ahorangi, SLT	Schoolwide actions are responsive to the data and identified needs.	
Further embed 'Nayland College Teacher (NCT) Profile' practice in the culture of the school.	Throughout	SLT, SCTs	Increased numbers of teachers are operating in the North-East.	
Increase classroom observations and coaching in line with the Nayland College Teacher Profile.	Throughout	SLT, WSTs, SCTs	Staff are using relational pedagogical approaches within the classroom	
Implement new Foundations Studies course for targeted learners at NCEA Level 1 with increased whānau involvement and support.	Term 1	AST, MSR, AKG	Students in the Foundations Studies class are successful at meeting their own learning goals.	
Effectively use Thursday morning PLD sessions to ensure that teachers are fully supported around all aspects of teaching practice and national/school priorities.	Throughout	SLT, SCTs	Teachers are supported to professionally develop their practice in line with national and school goals.	
Provide targeted PLD for teachers on supporting neuro-diverse learners.	Throughout	SFD, SLT	Neuro-diverse learners have the best opportunities to learn and succeed.	
Continue to strengthen learning support processes to provide safe and accessible learning to all students.	Throughout	TOY, SFD, CVR	All students experience success in their learning.	
Strengthen literacy and numeracy strategies and supports, using a three-tiered, data-driven approach.	Throughout	CVR, WSTs, HOLAs	Improved numeracy and literacy achievement across the school.	
Monitor transition data and track students' next steps.	Throughout and end of year	KHS, Careers, SLT	Broad and valuable transition data is captured and analysed to monitor impact on student success and inform future curriculum planning.	

RESPECT

Strategic Goal (9a): *To develop an inclusive and equitable learning community through valuing and nurturing our hauora.*

Starting point (9e):

We have been a PB4L school for a number of years and are currently accredited at PB4L Tier 2. We have been strengthening our restorative practice for the last two years. We have had a wellbeing / hauora focus for students and staff over the last two years and have experienced the same post covid wellbeing challenges as have other schools across the motu.

Annual Targets (9a):

(Informed by the strategic actions)

Annual Target One	Annual Target Two
Improve student wellbeing outcomes.	

Success (9d): What we expect to see at the end of the year

Improved Me and My Schools survey data. Reduced stand downs. Attendance rates improve.	
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Describe how the annual targets and actions give effect to Te Tiriti o Waitangi (9g):

Restorative approaches support tikanga and a Māori world view better than a punitive approach.	Holistic approaches to Hauora should support Māori and all students
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Describe how the annual targets &/or actions support student progress *(literacy/numeracy/students whose needs have not been met)* (9f):

Improved retention at school and reduced discipline incidents should support at risk students to engage positively in school life.	
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Implementation / Action			Evaluation	
Action:	By when?	By whom?	Outcomes (Success criteria/Behaviour):	Monitoring:
Strengthen the consistency and use of classroom routines across the school.	Term 1	All	Students have a more consistent experience of lessons and expectations.	
Strengthen attendance strategies to improve attendance across the school.	Term 1	SLT	Attendance is improved across the school.	
Strengthen restorative practice strategies, 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	SLT, Kaiarataki, WSTs, SCTs	Regular and effective teaching of SOAR behaviours and expectations are visible.	
Routinely identify students in need of targeted interventions through effective tracking processes.	Throughout	SLT, SFD, Kaiarataki	Fewer incidents of students stood down or suspended for continual disobedience.	
Actively promote and foster a culture of wellbeing across our school community.	Throughout	SLT, Hauora Committee	Feedback from staff, students and whānau shows positive improvement in hauora and wellbeing.	



NAYLAND COLLEGE SPORTS PLAN 2024-2025



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	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 to take every opportunity to reach their goals	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 to be engaged, innovative and collaborative	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)	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	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	Pedagogical Coach/Associate Dean
AST	Across School Teacher (Kahui Ako)
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
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
DSN	Debbie Swainston
DWN	Daniel Wilson
GBD	Gaye Bloomfield
GMR	Gavin Millar
HBS	Hannah Banks
JHL	John Hall
JWR	John Walker
KFN	Katherine Ferguson
KSD	Kathy Sherwood
NLN	Nigel Lineham
RTL	Rowan Taigel
SFD	Sue Ford
SHH	Shellee Hall
TOY	Trevor Olley







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Showcase School