



NAYLAND COLLEGE
TE KĀRETI O NEIRANA

Strategic Plan

2026

Annual Implementation Plan

2026





***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:	31 March 2026

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.



TOITOI 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.

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 Kawatau 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

Nayland College Strategic Plan 2026

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 Taihū: The Aspirations and Expectations of Te Taihū. This document is produced by Te Kāhui Mātauranga o Te Taihū 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 goal (wording as confirmed by Board)	Board objective(s) and Links to education requirements	What do we expect to see by end of 2026?	How will we achieve (high-level strategies)?	How will we measure success?
<p>SUCCESS</p> <p>All learners are empowered to achieve personal and academic success, building their confidence, motivation, and readiness for future opportunities.</p>	<p>1, 3</p> <p>NELP 2, 4; Te Mātaiaho/NZC refresh; Literacy & Numeracy</p>	<p>Increased achievement across L1–L3 and UE with reduced disparity for Māori, Pasifika, boys; stronger literacy and numeracy; improved endorsement profile.</p>	<p>Data-informed tracking and mentoring; school-wide three-tier literacy & numeracy strategy; simplify and strengthen reporting to whānau; embed structured careers and life skills in junior programmes; tighten in-year monitoring accuracy (e.g., SNA hygiene).</p>	<p>NCEA achievement & endorsements; disparity indicators; junior progress (PAT/SoLO/standardised tools); student goal attainment; variance checks between in-year tracking and final results.</p>
<p>OPPORTUNITY</p> <p>Provide equitable and authentic opportunities that empower learners as treaty partners, cultural leaders, curious learners, and global citizens.</p>	<p>3, 4</p> <p>NELP 1, 2, 4, 5, 6, 7; Aotearoa NZ Histories</p>	<p>Greater diversity in participation and leadership; rich local curriculum developed with iwi/community; stronger whānau connections; visible pride in identity and culture; sustained scholarship success.</p>	<p>Ensure opportunities are accessible, affordable, and culturally safe; expand leadership with targeted supports (boys, Māori, Pasifika and neurodiverse learners); formal whānau/community voice cycles; strengthen waka identity; strengthen scholarship programme; support sustainability and global citizenship projects.</p>	<p>Participation and leadership representation data; frequency/quality of iwi & whānau engagement; student voice on relevance / belonging; scholarship entries and awards.</p>
<p>AKO</p> <p>Inspire all learners through positive relationships and high-quality, inclusive teaching and learning.</p>	<p>1, 3</p> <p>NELP 2, 4, 6; Te Mātaiaho; Nayland College Teacher Profile (NCTP); UDL</p>	<p>Junior programmes updated for curriculum refresh; more teachers use high-quality North-East RbL practices; improved engagement and achievement for neurodiverse learners.</p>	<p>Whole-school curriculum implementation plan; time/resources/PLD aligned to four focus areas (cultural capability; strong pedagogical practice via NCTP; literacy & numeracy across the curriculum; inclusive practice for neurodiverse learners); strengthen learning support processes; exam readiness.</p>	<p>Programme update milestones; observation/coaching data vs NCTP/North-East rubric; internal vs external pass-rate trends; junior and NCEA progress measures.</p>

<p>RESPECT</p> <p>Foster a safe, inclusive, and respectful school culture where hauora is prioritised and diversity is valued.</p>	<p>2, 3</p> <p>NELP 1, 5; PB4L; Restorative practice; Attendance guidance</p>	<p>Clear, consistent behaviour expectations; stronger belonging and wellbeing; improved attendance and retention, tracking toward 60% of students attending 90%+ and 80% attending 80%+ by end of 2026.</p>	<p>Embed SOAR/PB4L Tier 1 and restorative approaches; strengthen staff and student induction; implement stepped attendance response (STAR) with ENS and thresholds; maintain hauora initiatives and data tracking.</p>	<p>Regular-attendance % and chronic absence; Student voice; stand-downs; fidelity checks for routines/restorative practice; STAR outcomes.</p>
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ANNUAL IMPLEMENTATION PLAN 2026



SUCCESS — All learners are empowered to achieve personal and academic success, building their confidence, motivation, and readiness for future opportunities.

Where we are currently

L1 improved slightly in 2025 but remains below national (participation metric); 45 Y11s did not achieve due to insufficient credits and/or not achieving Lit/Num, with around half in Foundations. L2 dipped notably (55 did not achieve), influenced by 20 withdrawals and SNA entries remaining until late, distorting monitoring. L3 stable and above national; UE consistent. Endorsements: L1 Excellence below national/EQI; L3 Merit below peers — priorities for 2026.

Annual targets – 2026

- Lift NCEA Level 1 achievement by increasing valid credit opportunities and ensuring accurate SNA management: > 71.8%.
- Lift NCEA Level 2 achievement via targeted support for <60-credit students and re-engagement: > 77.2%.
- Lift endorsements: Level 1 Excellence >8%; Level 3 Merit >21.7%.
- Improve Lit/Num attainment for Tier-2/Foundations students.
- Improve UE attainment >51% by aligning subject selection and assessment coverage with UE requirements.

What we expect to see by the end of the year

- Higher achievement across L1–L3 and UE; reduced disparities for Māori and boys.
- Reduced numbers missing L1 due only to Lit/Num; accurate in-year tracking (minimal SNA variance).
- Improved endorsement profile at L1 (Excellence) and L3 (Merit).
- Stronger student goal-setting and attainment through academic mentoring.

Implementation plan

Actions	Who is responsible	Resources required	Timeframe	How will you measure success?	PLD link
Audit tracking and monitoring of assessment and grade entering systems in order to improve early identification of NA / SNAs etc	RTL; HOLAs., NLM	KAMAR exports; data admin	Weekly through terms 2-4	SNA count reduced;	NA
Institute consistent curriculum review, implementation and assessment design practices across learning areas.	RTL; HOLAs, SLT	Achievement data; moderation feedback; course review frameworks	Throughout	Diverse learners able to successfully demonstrate knowledge and skills in variety of mediums.	Assessment design
Regular monitoring of students' credit entries to achieve their Level. (Tracking)	SLT; HOLAs; Pastoral Team; Teachers	Ongoing tracking of student entries and achievement	Termly	Average L1 credits/course =10-15; L1 pass >71.8%	NA
Increase credit volume, scope of assessments and scaffolds in Level 1 courses beyond Foundations. (Course design)	SLT; HOLAs; Teachers	Course review; assessment redesign	T1 design; T2-T4 delivery		Strong pedagogical practice
Endorsement lift routines: high expectations, criteria clarity.	SLT; HOLAs; LNPT.	Exemplar bank; rubrics	Termly	L1 Ex > 8%; L3 Merit > 21.7%	Cultural capability (power-sharing High Expectations)
UE monitoring to ensure subject/standard coverage.(5R/5W lit, 14+approved credits in 3 UE subjects)	HBS; RTL; Careers; Kaiarataki; HOLAs	UE data tracking; mentoring time	T1 baseline; T2-T4 checks	UE attainment >51%; fewer late-found gaps	Cultural capability (power-sharing High Expectations)
Strengthen literacy and numeracy integration across learning areas.	BWA, LNP Team, HOLAs	Learning Area PLD	Throughout	Improve Numeracy and Literacy achievement	Numeracy and Literacy

Te Tiriti in action

Power-sharing with whānau/iwi in goal setting; local contexts and mātauranga Māori in programmes; data used with/for Māori to promote success as Māori.

Teaching & learning strategies

Explicit literacy/numeracy across LAs; NCTP-aligned feedback, co-construction and monitoring; UDL adjustments for neurodiverse learners.

OPPORTUNITY — Provide equitable and authentic opportunities that empower learners as treaty partners, cultural leaders, curious learners, and global citizens.

Where we are currently

Waka system and student-led opportunities continue to grow. In 2025 Nayland achieved 18 Scholarships. Under-representation patterns for Māori and boys in some leadership and extension contexts persist.

Annual target(s) – 2026

- Increase leadership opportunities for junior students.
- Sustain or grow scholarship engagement and outcomes (≥ 18 awards across 11 students).
- Implement a termly whānau/community voice process influencing LA planning and student opportunities.

What we expect to see by the end of the year

- Greater junior involvement in student-led events.
- Stronger waka identity and connection during the year.

Implementation plan

Actions	Who is responsible	Resources required	Timeframe	How will you measure success?	PLD link (Slide 6)
Review barriers and supports for Scholarship participation; run tutorials and mentoring.	RTL; GBD; HOLAs	Mentors; timetabled slots	By end of T2 (review); T3–T4 tutorials	Scholarship awards ≥ 18 awards across 11 students	Strong pedagogical practice
Implement student leadership pathways (incl. juniors & Year 11; waka captains; committees).	AST; SMD		Throughout	Student participation	NA
Strengthen waka identity and lunchtime activities (phone-free).	AST; SMD; Kaiarataki; student leaders	Spaces; supervision	Throughout	Participation rates; attendance trends	NA
Support and track sustainability/global citizenship projects.	BWA; Tautinei group	Project templates; partners	Throughout	Project outcomes; reflections	NA
Build structural opportunities for student and whānau voice collection.	SLT; HOLAs	Voice collection tools	Throughout	Voices influence decision making and planning	NA
Provide opportunities for leadership development across the staff.	HBS; SLT.	Leadership resources	Throughout	Participation;	NA

Te Tiriti in action

Te ao Māori visible and valued in events, curriculum and leadership; whānau/iwi voices shape opportunities and contexts.

Teaching & learning strategies

Place-responsive design; student agency in authentic contexts; equitable access to extension and leadership.

AKO — Inspire all learners through positive relationships and high-quality, inclusive teaching and learning.

Where we are at currently

Relationships-Based Learning somewhat embedded; NCTP in place. Need to deepen consistency of North-East practice.

Annual target(s) – 2026

- Implement new curriculum milestones across junior programmes per MoE timelines and agreed plan (documented by each LA).
- Increase teachers ability to implement power-sharing strategies through PLGs through increase snap shot and impact coaching observations.

What we expect to see by the end of the year

- Readiness of all Learning Areas to implement junior curriculum in 2027.
- Observation and coaching data show growth across part 2 profile elements.
- Greater engagement and experience of learning reported by neurodiverse learners
- Reduced disparity in reflection room data (fewer boys referred), reduced on site truancy.

Implementation plan

Actions	Who is responsible?	Resources required	Timeframe	How will you measure success?	PLD link (Slide 6)
Use NCTP (Part 2) as common coaching language; increase observation + coaching cycles; share across PLGs.	SLT; LNPT; HOLAs	Observation tools; release time	Termly cycles	Observation rubrics; coaching logs; PLG artefacts	Strong pedagogical practice
Provide leadership support for SLT and HOLAs to implement pedagogical improvements	HBS; BWA; LNPT	Leadership development frameworks	Throughout	Coaching conversations; self reflection	Strong pedagogical practice
Deliver 2026 PLD focus (cultural capability; strategies for boys; NCTP; literacy & numeracy;	HBS; BWA; HOLAs; LNPT	PLD calendar; resources	Throughout	PLD participation; impact evidence in observations	All four focus areas

inclusive practice/UDL) via PLGs and LA-led sessions.				and student progress	
Strengthen learning support processes (referrals, classroom strategies, monitoring) and access to in-class supports.	AST;HBS; SFD;	Strategy bank; TA coordination	Throughout	LS caseload dashboards; progress checks	Inclusive practice
Review and integrate careers within LAs; track transitions and leaver destinations.	RTL; CWN; Careers; HOLAs	Careers resources; surveys	T2–T4	Transition data and student confidence	Strong pedagogical practice
Exam and assessment readiness (T3): preparation and revision strategies.	HOLAs; Kaiarataki; RTL, NLM	Practice papers; comms	T2 plan; T3 deliver	External pass rates up; exam absenteeism reduced	Inclusive practice

Te Tiriti in action

Culturally sustaining pedagogy and local contexts; co-construction and shared power in classrooms support Māori learners to achieve as Māori.

Teaching & learning strategies

NCTP-aligned approaches; explicit literacy and numeracy; UDL strategies embedded across LAs.

RESPECT — Foster a safe, inclusive, and respectful school culture where hauora is prioritised and diversity is valued.

Where we are currently

PB4L Tier 2; restorative practices strengthening; wellbeing challenges persist. Attendance Management Plan targets: 60% of students at 90%+ and 80% at 80%+ by end of 2026; STAR (Stepped Attendance Response) thresholds and ENS (Early Notification System) in place. High levels of stand downs and suspensions in 2025.

Annual targets – 2026

- Increase regular attendance tracking toward 60% of students attending 90% and 80% of students attending 80% of the time by end-2026.
- Reduced stand downs and suspensions.

What we expect to see by the end of the year

- Improved attendance and engagement; fewer high-level disciplinary responses.
- Consistent routines and restorative responses school-wide.
- Improved student voice indicators for hauora and belonging.

Implementation plan

Actions	Who is responsible	Resources required	Timeframe	How will you measure success?	PLD link (Slide 6)
Re-launch consistent classroom routines (Tier 1 PP4L) with visuals, PLD and fidelity checks.	AST; All staff.	Posters; coaching; walkthrough tool	T1 launch; ongoing	Walkthrough fidelity; student voice on consistency	Strong pedagogical practice
Implement stepped attendance response (STAR) with ENS and trigger thresholds: targeted follow-up, early-warning, and whānau hui.	AST; Kaiarataki; Attendance team	Attendance dashboard; templates	T1 design; T2–T4 implementation	Weekly attendance trends; chronic/intermittent absence reductions	All four strands
De-escalation & restorative PLD each term (positive/restorative)	AST; SLT; Kaiarataki	PLD resources; coaching time	Start of year + each term	Incident data; re-engagement metrics	Inclusive practice

conversations; responses to unproductive behaviours).					
Strengthen mid-year induction for new staff and students (SOAR/PP4L/ restorative/routines).	HBS; RPE; Kaiarataki;	Induction pack; buddies	Mid-year	Induction completion; new staff/ student voice	Strong pedagogical practice
Strengthen consistent use of restorative responses to Tier 2 and 3 behaviours.	AST; HBS; SLT	RP internal PLD	T1 launch; ongoing.	Reduced stand downs and suspensions	Inclusive practice

Te Tiriti in action

Restorative approaches align with tikanga Māori; whānau are active partners in attendance and wellbeing solutions.

Teaching & learning strategies

Tier 1 PB4L & restorative practice; explicit teaching of routines/expectations; inclusive, mana-enhancing responses to behaviour.

NAYLAND COLLEGE SPORTS PLAN 2025-2026

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



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Showcase School