

Newlands College
Strategic Direction 2025 - 2028



Strategic Direction - Working Document 2025 - 2028

Our purpose: Me Whakamātau - working hard to succeed together

Our Strategic Intentions: What we want to achieve

**Prioritise
Hauora**

**Promote Culturally
Sustaining
Practices**

**Inspire a culture of
lifelong learning
and curiosity**

Strategic Priority 1: Prioritise Hauora

Enhance wellbeing and connections through building resilience and confidence

How will we achieve our intentions?

Annual Goal 1a - Strengthening the Guidance/Wellbeing Team

Actions	Who	Resources required	Time	Evaluation Indicators
<p>Embed a culture of wellbeing (hauora) through initiatives and promotion across all areas of the school.</p> <p>Newsletters</p> <p>Assemblies</p> <p>Celebration</p> <p>Presentations by outside providers</p> <p>Collaboration with outside providers</p> <p>Internal collaboration between faculties</p> <p>Form Class Visits</p>	MI	<p>Increase personnel - BOT support for funding</p> <p>Appoint Lead Guidance Counsellor</p>	One year	<p>Young people are aware of the services offered</p> <p>Young people have access to a range of key services eg Guidance Counsellors, Mental Health Support Worker or Nurse/s</p> <p>Integrate the Guidance Counsellors and Nurse/s into our kura</p> <p>Deans and Pou Manaaki to actively contribute to uplifting the wellbeing of akonga</p> <p>Engage with outside organisations who can deliver programmes to our young people eg Attitude, NZ Drug and Alcohol, Big Buddy Mentoring</p> <p>Wellbeing Captain and Committee to implement a programme which includes a range of activities and strategies to prioritise wellbeing with students eg video, resources</p>

Strategic Priority 1: Prioritise Hauora

Enhance wellbeing and connections through building resilience and confidence

How will we achieve our intentions?

Annual Goal 1b - Prioritise Hauora - online wellbeing

Actions	Who	Resources required	Time	Evaluation Indicators
Parents information evening - The Attention Trap: Screens, Sleep & Social Media Outside Providers (Attitude) Increased promotion of safety	MM KG	Presentation information Data/Information Collection Financial	May 2025 1 year	Parents information evening - The Attention Trap: Screens, Sleep & Social Media Attitude
Junior School program review/Curriculum development	FS HP MM	Grok Academy	1 year	Curriculum ready for 2026

Strategic Priority 1: Prioritise Hauora

Enhance wellbeing and connections through building resilience and confidence

How will we achieve our intentions?

Annual Goal 1c - Prioritise Hauora - attendance

Actions	Who	Resources required	Time	Evaluation Indicators
Attendance Policy Implementation	MD SLT	Attendance Officer Parot Attendance service Form Teachers Dean SLT	1 Year	80% of our learners will be at school for 90% of the time

Strategic Priority 1: Prioritise Hauora

Enhance wellbeing and connections through building resilience and confidence

How will we achieve our intentions?

Annual Goal 1d - Prioritise 'self regulation' in the Learning Support Centre and across the school

Actions	Who	Resources required	Time	Evaluation Indicators
Hauora focus in the LSC Self-Regulation tools are taught in the LSC and across the school	SK VT	Time Money Specialist Input Regulation Tools	3 Years	Fewer Health and Safety Incidents Learners can engage with learning consistently. Learners will spend more time in the 'green' learning zone.

Strategic Priority 2: Culturally Sustaining Practices

Culturally Sustainable Practice involves embedding cultural responsiveness into education in a way that nurtures, strengthens, and normalises diverse identities rather than treating them as add-ons. This means actively integrating Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, tikanga, and local iwi connections into everyday learning. It also acknowledges the presence of diverse ethnic groups and ensures that all ākonga feel valued, represented, and supported in their cultural identity.

How will we achieve our intentions?

Annual Goal 2a - A Professional Learning plan which enhances and embeds kaiako knowledge and expertise in culturally responsive pedagogy

Actions	Who	Resources required	Time	Evaluation Indicators
PL workshops with a culturally responsive lens across T1-3	PL committee Kathe Tawhiwhirangi Evaluation Associates	Resources Specialist support	1 yr	<ul style="list-style-type: none"> Feedback from kaiako to establish any further gaps in pedagogy following workshops Integration of pedagogy evident in lesson plans/units of work
LoopEd Day T2	All kaiako	Cost of being part of LoopEd	Ongoing	<ul style="list-style-type: none"> Feedback from kaiako, which shares effective practice with others Integration of pedagogy evident in lesson plans/units of work
PL Walkthru's T3 Focus on culturally responsive pedagogy	All kaiako	Time	1 yr	<ul style="list-style-type: none"> Kaiako reflection Ākonga voice
Data for longitudinal studies of NCEA	MD	NCEA results	Ongoing	<ul style="list-style-type: none"> Analysis of data - NCEA results, Literacy + Numeracy CAA results with a focus on ethnicity comparisons

What do we expect to see by the end of this year?

Active participation in PL

- through the workshops on offer - Te Reo Māori, culturally responsive classrooms, teaching to the North-East, the art of Whaikōrero.
- Participation in the LoopEd conference.
- Shared best practices through walk-thru week

Sound understanding of culturally responsive pedagogy evident in classroom practice, lesson planning and unit outlines.

NCEA results with equitable outcomes.

What do we expect to see by the end of three years?

- A school where ākonga see their **language, identity, and culture reflected every day**—not as an extra, but as the foundation of learning.
- Equitable outcomes

Strategic Priority 2: Culturally Sustaining Practices

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How will we achieve our intentions?

Annual Goal 2b - To develop a culturally inclusive and responsive school environment

Actions	Who	Resources required	Time	Evaluation Indicators
Connect with iwi	KG Ngāti Toa - Helmut Modlik Te Ati Awa -		2025/26	Strengthened relationships with iwi.
Develop new vision for learning	KG	Consultation	Term 1 2025	Akonga Māori focus groups
Strengthen the connection with Ngā Hau e Whā	KG	Time and commitment	2025/2026	Increased involvement with NHEW.
Continue to develop NC tikanga			2025/26	Agreed NC tikanga is 'live'
Continue to embed Te Tiriti o Waitangi	Consultation with Hana Meinders	Time and money	2025	Staff report increased confidence in knowing/embedding Te Tiriti

What do we expect to see by the end of this year?

Authentic partnerships being built with local iwi, mana whenua and diverse community leaders
 Establish safe spaces for ākonga to express their cultural identity
Multilingual resources available for key information

Cultural events occurring that foster cultural identity

What do we expect to see by the end of three years?

A school where ākonga see their **language, identity, and culture reflected every day**—not as an extra, but as the foundation of learning.
Equitable outcomes

Strategic Priority 2: Culturally Sustaining Practices

Culturally Sustainable Practice involves embedding cultural responsiveness into education in a way that nurtures, strengthens, and normalises diverse identities rather than treating them as add-ons. This means actively integrating Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, tikanga, and local iwi connections into everyday learning. It also acknowledges the presence of diverse ethnic groups and ensures that all ākonga feel valued, represented, and supported in their cultural identity.

How will we achieve our intentions?

Annual Goal 2c - To develop a culturally inclusive and responsive classroom environment

Actions	Who	Resources required	Time	Evaluation Indicators
An audit of current teaching practices and materials to identify gaps in cultural representation	SLT		T3	Developing strategies for student-led learning and assessment models that reflect diverse cultural perspectives All staff are equipped to support research informed
Curriculum Review	HOF	Iwi consultation	1 year	Local and NZ history, and mātauranga Māori being embedded across subjects Units of work reflect culturally responsive pedagogy

What do we expect to see by the end of this year?

An audit of current teaching practices and materials to identify gaps in cultural representation
Local and NZ history, and mātauranga Māori being embedded across subjects
Units of work reflect culturally responsive pedagogy
Developing strategies for student-led learning and assessment models that reflect diverse cultural perspectives

What do we expect to see by the end of three years?

A school where ākonga see their **language, identity, and culture reflected every day**—not as an extra, but as the foundation of learning.
Equitable outcomes

Strategic Priority 3: Inspire a culture of lifelong learning and curiosity

How will we achieve our intentions?

Annual Goal 3a - Curriculum and Timetable Review

Actions	Who	Resources required	Time	Evaluation Indicators
Junior Curriculum Development through hui and data gathering from SLT, HOF's, Teachers, Parents/Caregivers, Learners School Visits	FS HP Staff	Change leadership PL School Visits/Release	2025/2026	Synthesis of Data Curriculum Developed and ready for implementation 2027

Strategic Priority 3: Inspire a culture of lifelong learning and curiosity

How will we achieve our intentions?

Annual Goal 3b - Assessment and Reporting Framework: By the end of 2026, we will have established well-defined recommendations for assessment and reporting practices that align with our future-focused curriculum goals developed through 2025.

Actions	Who	Resources required	Time	Evaluation Indicators
<p>Assessment and reporting practices developed through hui and data gathering from SLT, HOF's, Teachers, Parents/Caregivers, Learners, LSC</p> <p>School Visits</p>	<p>FS HP Staff</p>	<p>Change leadership PL</p> <p>School Visits/Release</p>	<p>2025/26</p>	<p>The SLT team learns from other schools' practices and use this to develop our own model.</p> <p>Synthesise data</p> <p>Leading change ...</p> <p><i>... this will lead to Assessment and Reporting framework trialled in 2026 for implementation 2027</i></p>

Strategic Priority 3: Inspire a culture of lifelong learning and curiosity

How will we achieve our intentions?

Annual Goal 3c - Literacy and Numeracy - 90% to pass by end of Yr11

Actions	Who	Resources required	Time	Evaluation Indicators
Implementation of new courses 11LIT 2NCS Junior courses	WD GS	Time	2025	Pass rate
Schoolwide PD/approach	MD BR DA	Time Resources	2025/26	Pass rate
CAA testing processes	BT WO	Time	2025	Test completion/CAA attendance

Strategic Priority 3: Inspire a culture of lifelong learning and curiosity

How will we achieve our intentions?

Annual Goal 3d - Kaihōpara Award Development: By the end of 2025, we will have finalised a base structure and implementation plan for the Kaihōpara Award, ensuring it is ready for trials in 2026 and for full year group launch in 2027.

Actions	Who	Resources required	Time	Evaluation Indicators
Consultation period with groups: SLT, Kahui Pou Ako, HOFs, Staff, Students and Whanau	HP leading	Funding for Leadership Change PL	2027	Consulted, collected data and ready for trialling components of the award in 2025 and 2026 with incoming Year 11 students.

Co-designing the award framework to co-design the purpose, values and key components of the award

Time to run hui with different groups

Budget for hosting whanau and community hui