



# Nelson Christian Academy Annual Plan 2025

*At NCA we provide a vibrant education that **inspires, equips and nurtures** students with **knowledge and wisdom to radiate the love of Jesus Christ for the World.***

Principal's endorsement:	<i>Jenny Laidlaw</i>
School Board endorsement:	<i>Kelli-Anne Eastmond</i>

## **NCA Special Character: The Nature and Character of God as revealed in the Bible**

At NCA we believe that the Bible is the basis for exploring God's world and is used as a standard against which to compare and interpret all curriculum material. The bible is also a narrative that reveals the nature and character of God.

Students are encouraged to critically evaluate all experience and viewpoints in the light of such a biblical worldview. The school presents this worldview through encouraging students towards a personal Christian way of life, based on biblical answers to contemporary challenges; and teaches and models biblical truth and attitudes such as integrity, love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

The school is a caring, learning community with an environment that is openly Christian. All fields of study and endeavour are permeated with a biblical perspective.

**Nelson Christian Academy's Cultural Diversity:** At NCA we are proud of, and celebrate, our growing multicultural christian school community. We have over 17 different ethnic groups, and 90 ESOL funded students' making up our learning community. NCA acknowledges and celebrates our school's unique christian character and rich cultural composition. We foster the partnerships between whānau, tamariki, School Board, Proprietors, management and staff, to ensure and enhance the well-being of all through prayer, support, consultation, representation and participation .

## **Summary**

Over the last 18 months, the school has been working through rigorous self-review processes of teaching and learning, supported by SAF and our ERO Evaluator along with the Proprietor concerning our Special Character. These processes affirm the sound educational practices and vibrant Special Character that permeate the school. They have also clarified our next steps concerning developing our Local Curriculum as a clear and coherent expression of our Vision and Mission aligned to best educational practice and raising student achievement through targeted and deliberate teaching practice.

In addition to these processes and identified outcomes, the New Zealand Curriculum is being refreshed Mathematics & Statistics and English Yr 0-6 curriculums were rolled out at the end of 2024 for 2025 implementation. The new curriculum documents adopt a structured approach to teaching and learning. The standard assessment packages will be released throughout 2025.

NCA plans to move forward with regard to the curriculum changes over a five-year period in two phases:

Phase 1: Preparing for full implementation of Te Mātaiaho Mathematics & Statistics and English curriculums - 2024 and 2025

Phase 2: Implementing Te Mātaiaho - 2025 - 2029

The rationale for a carefully planned roll out of the Curriculum Refresh over an extended period time, is so that we can consolidate existing initiatives identified in our self-review processes. This work ( which is elaborated below) will lay a foundation for the progressive implementation of Te Mātaiaho from 2025. This will be the primary focus of our next strategic plan.

Our immediate priority is to work through current priorities identified in our self-review processes and further develop and align our Local Curriculum with our new Special Character Guidelines whilst we plan and prepare for intentional implementation of the new Curricula and Standardised Assessments

The End of Year data below shows the **tracking** of all our current students' in Reading, Writing and Mathematics from the 1st Feb - 4rd

## HEADLINERS

### READING (312 Students)

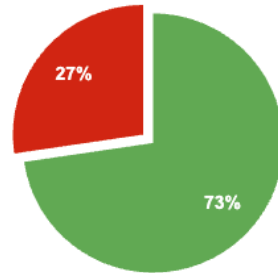
#### ACHIEVEMENT:

##### In Reading;

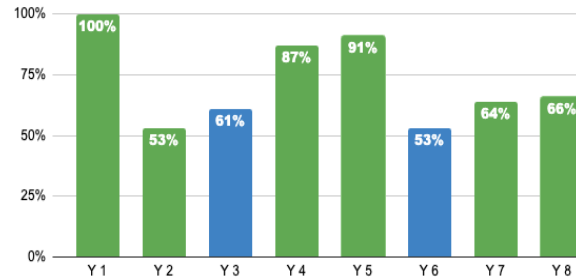
- 73% of all students
- 87% of our Year 4 cohort
- 91% of our Year 5 cohort
- 77% of our Female students
- 71% of our Asian students
- 80% of our European students

are achieving at their expected Level

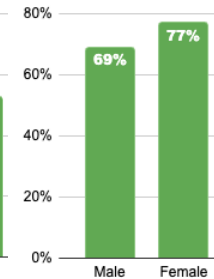
## WHOLE SCHOOL



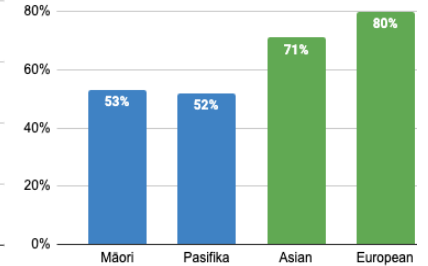
## YEAR GROUPS



## GENDER



## ETHNICITIES



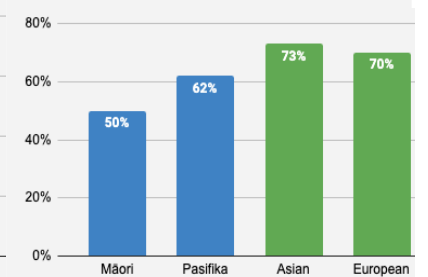
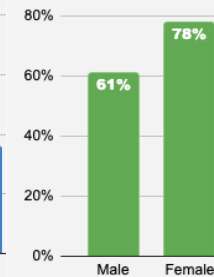
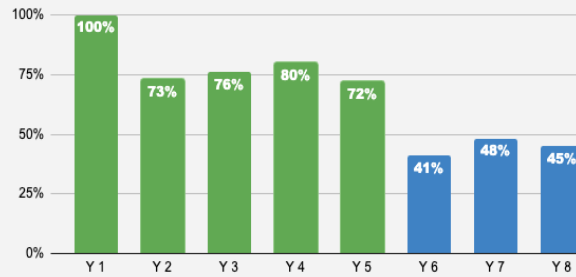
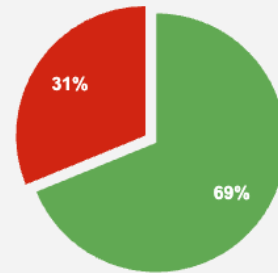
### WRITING (312 Students)

#### ACHIEVEMENT:

##### In Writing;

- 69% of all students
- 73% of our Year 2 cohort
- 76% of our Year 3 cohort
- 80% of our Year 4 cohort
- 72% of our Year 5 cohort
- 78% of our Female students
- 73% of our Asian students
- 70% of our European students

are achieving at their expected Level



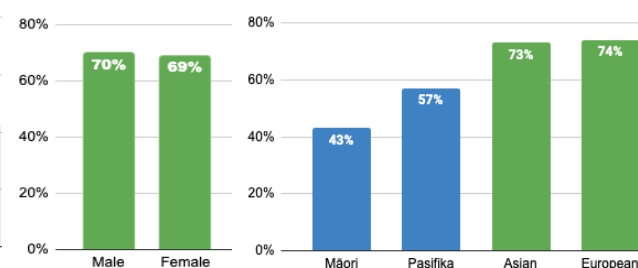
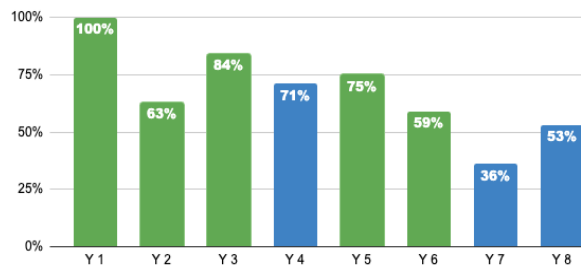
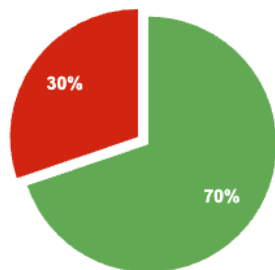
## MATHS (312 Students)

### ACHIEVEMENT:

#### In Mathematics;

- 70% of all students
- 84% of our Year 3 cohort
- 71% of our Year 4 cohort
- 75% of our Year 5 cohort
- 70% of our Male students
- 73% of our Asian students
- 74% of our European students

are achieving at their expected Level



## CURRENT STUDENTS WORKING TOWARDS:

### Reading

53% of our Year 2, 64% of our Year 7 and 66% of our Year 8 cohorts are achieving at or above their expected level in Reading.

69% of our Male students are achieving at or above their expected level in Reading.

**TARGET GROUPS:** 61% of our Year 3, 53% of our Year 6 cohorts students are achieving at or above their expected level in Reading. 53% of our Māori students and 52% of our Pasifika students are achieving at or above their expected level in Reading.

### Writing

69% of all students are at or above their expected level in Writing.

59% of our Male students are at or above their expected level in Writing. 69% of our European students are at or above their expected level in Writing.

**TARGET GROUPS:** 41% of our Year 6, 48% of our Year 7 and 45% of our Year 8 cohorts are achieving at or above their expected level in Writing. 50% of our Māori and 62% of our Pasifika students are achieving at or above their expected level in Writing.

### Mathematics

63% of our Year 2 and 59% of our Year 6 cohorts are achieving at or above their expected level in Mathematics.

**TARGET GROUPS:** 36% of our Year 7 and 53% of our Year 8 cohorts are achieving at or above their expected level in Mathematics. 43% of our Māori and 57% of our Pasifika students are achieving at or above their expected level in Mathematics.

## OVERVIEW OF ACHIEVEMENT AGAINST OUR 2024 STRATEGIC GOALS

### Reading

In Reading,

- 73% of all students
- 61% of our Year 3 cohort
- 53% Our Year 6 cohort
- 53% of our Māori students
- 52% of our Pasifika students

are achieving at or above their expected level in Reading.

### Writing

In Writing,

- 69% of all students
- 41% of our Year 6 cohort
- 48% of our Year 7 cohort
- 45% of our Year 8 cohort
- 50% of our Māori students
- 62% of our Pasifika students

are achieving at or above their expected level in Writing.

### Mathematics

In Mathematics,

- 70% of all students
- 71% of our Year 4 cohort
- 36% of our Year 7 cohort
- 53% of our Year 8 cohort
- 43% of our Māori students
- 57% of our Pasifika students

are achieving at or above their expected level in Mathematics.

**Where we are currently at:** [NCA 2023 Themes](#) NCA's Strategic and Annual Plans have evolved out of our 2023 Themes Review. From this review we were able to prioritise areas for development and align these with Ministry directives.

**How will our targets and actions give effect to Te Tiriti o Waitangi:**

Regulation 9(1)(g)

1. that we give effect to Te Tiriti o Waitangi;
2. create an inclusive curriculum in which every ākonga can see themselves;
3. create clarity about the curriculum learning that matters;
4. make the Curriculum easy for kaiako to use

[\\_2025 Nga rautaki hei whakamana i te Mahere-Tau o Te Tiriti o Waitangi](#)

<p><b>Strategic Goal 1</b></p> <p><a href="#">Special Character</a></p>	<p><b>Equip staff to implement a consistent expression of the Proprietor Special Character Guidelines across the school in age-appropriate ways through our integrated localised curriculum</b></p>
<p><b>Target/ Expectations for the Current year</b> related to an aspect of the Strategic Goal</p>	<ul style="list-style-type: none"> <li>● <a href="#">Seven Core Practices (pg43)</a> to be evident in all class programmes.</li> <li>● <a href="#">Class Devotions/Formation</a> approaches are reviewed, resourced and supported with PD and Resources</li> <li>● A coherent <a href="#">Schoolwide Special Character content framework</a> is developed and applied across the school.</li> <li>● <a href="#">Special Character Framework</a> is central to our curriculum and integrated with themes and class formation programmes.</li> <li>● Special Character Professional development is well structured and relates directly to implementing the <a href="#">Special Character Guidelines (p41)</a>.</li> <li>● <a href="#">Teacher planning</a> clearly captures SC expectations</li> </ul>
<p><b>What we expect to see by the end of the year.</b> ( <i>What evidence will we see</i>)</p>	<ul style="list-style-type: none"> <li>● SCG characterise Formation and SC integrated into Theme programmes</li> <li>● Resources provided to support staff are utilised across the school</li> <li>● Staff feel supported in the implementation of SCG</li> </ul>

Actions to be taken to achieve goal:	Who is Responsible	Resources Required	How we will Measure Success
<ul style="list-style-type: none"> <li>A coherent Schoolwide Special Character content framework is developed and applied across the school.</li> </ul> <p><a href="#">NLN Special Character Framework 2024/2025 NCA Special Character Plan</a></p>	Paora (AP), with support from PLD Coach Staff	NLM Special Character Guidelines	<p>A three-year Special Character content framework is embedded into the Local Curriculum framework with related high-level UKD content outlined for each level of the school -</p> <p>Working towards a three-year Core Practices framework is developed</p> <ul style="list-style-type: none"> <li>Two core practices are focussed on in-class programmes 2025, supported by appropriate PD related to SCG</li> </ul>
<ul style="list-style-type: none"> <li>Special Character professional development is well structured and relates directly to implementing the Special Character Guidelines.</li> </ul>	Led by SC PLD Coach and Paora (AP)	To be developed by SC Coach to support the implementation of SC Guidelines	<p>Whole staff PLD and personal PGCs is focused on core practice of Engaging with Scripture</p> <p>Clear evidence in Teacher Professional Growth Cycles,</p>
<ul style="list-style-type: none"> <li>Teacher planning clearly captures SC expectations</li> </ul>	Paora and Tommy ,(2x AP) with support from SC PLD Coach	Teaching materials to support SC Focus / Theme for each term is provided	<p>UKD model is reflected in planning for SC</p> <p>All class programmes show some evidence of integration with other curriculum areas</p>

<b>Strategic Goal 2 Teaching and Learning</b>	To effectively capture and use <b>evidence</b> to make <b>sound decisions</b> that <b>accelerate progress</b> of valuable outcomes for all learners through our integrated localised curriculum <i>'The NCA Way'</i>
<b>Student Attendance</b>	<p><b>2025 Regular Student Attendance 90% +</b>  <b>Lateness: 85% students on time</b></p>
<b>2025 Literacy Target- Writing</b> (Target Cohort as identified based on EOY data 2024)	<p>Accelerate progress of students not yet achieving at their expected curriculum level in <b>Writing</b></p> <p><b>School Wide Target: 75% Writing At or Above</b></p> <p><b>Year 6 80%</b> of students will achieve at or above in Writing</p> <p><b>Year 7 75%</b> of students will achieve at or above in Writing</p> <p><b>Year 8 75%</b> of students will achieve at or above in Writing</p> <p><b>70% of Māori &amp; 75% Pasifika</b> students will achieve at or above in Writing</p>
<b>2025 Literacy Target- Reading</b> (Target Cohort as identified based on EOY data 2024)	<p>Accelerate progress of students not yet achieving at their expected curriculum level in <b>Reading</b></p> <p><b>School Wide Target: 80 % Reading At or Above</b></p> <p><b>Year 2 75%</b> students will achieve at or above in Reading</p> <p><b>Year 3 75%</b> students will achieve at or above in Reading</p> <p><b>Year 4 80%</b> students will achieve at or above in Reading</p>

	<p><b>Year 7 75%</b> students will achieve at or above in Reading  <b>70% Māori &amp; 70% Pasifika</b> students will achieve at or above in Reading</p>
<p><b>2025 Literacy Target- Mathematics</b>  (Target Cohort as identified based on EOY data 2024)</p>	<p>Accelerate progress of students not yet achieving at their expected curriculum level in <b>Mathematics</b>  <b>School Wide Target: 78% Mathematics At or Above</b>  <b>Year 2</b> 75% students will achieve at or above in Mathematics  <b>Year 3</b> 75% students will achieve at or above in Mathematics  <b>Year 5</b> 75% students will achieve at or above in Mathematics  <b>Year 7</b> 75% students will achieve at or above in Mathematics  <b>Year 8</b> 75% students will achieve at or above in Mathematics  <b>70% Māori &amp; 75% Pasifika</b> students will achieve @ or above in Mathematics</p>

<p><b>Target/ Expectations for the Current year</b> related to aspects of the Strategic Goal</p>	<p>Teachers will :</p> <ul style="list-style-type: none"> <li>● using a range of assessment evidence to inform teaching and learning with consistency across the school, as per the Schoolwide Assessment guideline package which aligns with current MOE guidelines</li> <li>● Accelerating the learning progress of all students through assessment driven differentiated learning programmes.</li> <li>● Teachers will facilitate programmes which align with the Mathematics and Statistics/Literacy refreshed curriculum overviews, plans, using supporting resources for Yrs 4-8 Oxford maths and Yrs 0-3 Numicon.</li> <li>● Teachers will have an understanding of the new curricula's and will teach 1 hour per day Reading, Writing and Mathematics, as per MOE guidelines.</li> <li>● Teachers will closely monitor student attendance, and refer to SLT for support if needed.</li> </ul>
	<ul style="list-style-type: none"> <li>● Integrate the new Special Character Framework, using the guidelines to shape learning contexts and student experiences and finalise the Graduate Profile.</li> </ul>

<p><b>What we expect to see by the end of the year.</b> (<i>What evidence will we see</i>)</p>	<ul style="list-style-type: none"> <li>● Drive the Graduate Profile that clearly connects to the new Special Character Guidelines, our Vision aligns with community aspirations that also reflect our location in Aotearoa.</li> <li>● A significant assessment package and clear guidelines within our to support staff, aligning with MOE guidelines and expectations</li> <li>● Student progress will be accelerated through targeted practice based on student assessments, targeted learning programmes. The Refreshed Literacy and Mathematics curricula will become embedded across the school</li> <li>● <i>'The NCA Way'</i> framework will clearly reflect <ol style="list-style-type: none"> <li>a. Our Special Character</li> <li>b. Our Community</li> <li>c. Culturally responsive practices</li> <li>d. Needs of English Language Learners needs</li> <li>e. Core pedagogical approaches that are consistently reflected in class programmes</li> </ol> </li> </ul>
<p><b>Actions to be taken:</b></p>	<p><b>Who is Responsible? Resources Required How we will Measure Success</b></p>

<p>Assessment practices inform differentiated planning and practice.</p> <p><a href="#">Assessment at NCA</a> (awaiting direction from the MOE)</p>	<p>AP- Assessment Coordinator. AP- Special Character Coordinator. Teachers Team Leaders</p>	<p>NCA Assessment Guideline documents.</p> <ul style="list-style-type: none"> <li>• SC Framework.</li> <li>• Staff PLD for both Assessment Guidelines/SC</li> </ul>	<p>Clear evidence in teacher planning of Assessment practices informing differentiated learning - including Talented/Gifted students</p> <p>Differentiated Learning characterises class programmes</p>
	<p>Principal,SLT PLG Coordinators Literacy/Numeracy</p>	<p>Framework-Coach,AP</p> <ul style="list-style-type: none"> <li>• Planning to be closely monitored by Team Leaders/SLT</li> <li>• Class Needs Analysis updated in team meetings.</li> <li>• NCA Overviews for Te Mātaiaho refreshed Literacy and Numeracy</li> </ul>	<p>Te Mātaiaho refreshed Curricula Literacy and Numeracy assessments will be driven. Overviews will be used to guide lesson contents and ensure that the curriculum content is delivered across the school in alignment with the new curricula expectations .Tracking of content coverage will be on Hero</p>
<p>English Languages Learners successfully access the curriculum and experience success.</p> <p>Raised student achievement through closely monitoring attendance, targeted and deliberate teaching practice. Inclusive of 1 hr day Reading, Writing and Mathematics, 5 days per week. Common Pathways entered onto Hero and used to track teaching and learning programmes.</p> <p>School wide targets are shared</p>	<p>ESOL Coordinator, Teacher/ Teacher Aide</p> <p>Principal/Office/Teachers</p> <p><b>Team Leaders:</b> Teachers/Support Staff</p> <p>Mathematics PLG/AP</p>	<ul style="list-style-type: none"> <li>• Learning Village resource.</li> <li>• Lexia (all funded students)</li> <li>• ELLP professional Development</li> <li>• ESOL Chaplain works with students and whānau</li> <li>• Interpreter- Chin</li> <li>• Interpreter- Fijian</li> </ul> <p>Student attendance is monitored daily, report provided to Principal Office/Teachers Classroom Timetables displayed on wall</p> <p>Mathematics Change Plan</p>	<p>Teacher planning identifies barriers to learning Teachers confidently and accurately assess. ELLP's and use these assessments to drive teaching and learning programmes. ESOL students move forward in their learning.</p> <p>School meets the Regular Attendance Target 90%. Termly Everyday Matters Reports reflects this.</p> <p>School Targets are met as identified in the 2024 School Wide Assessment</p> <p>All classroom planning and timetables include 3 hrs per day of Reading, Writing, Mathematics.</p> <p>Student Target Groups are set up on Hero and used</p>



<p>with staff and displayed on the Whānau Room wall. Student progress is closely monitored and driven throughout the year.</p> <p>Target Groups set up on Hero for priority learners and target groups.</p>	<p>Literacy PLG</p> <p>DP to provide PLD on Hero and how to form groups.</p>	<p>Overviews for Numeracy and Statistics aligned with new curriculum <a href="#">2025 Mathematics Plan</a></p> <p>Literacy Change Plan</p> <ul style="list-style-type: none"> <li>• NCA Overviews for Reading &amp; Writing</li> <li>• BSLA- all Junior Classes yr 0-3</li> <li>• Middle/Senior school structured literacy trainin.</li> </ul> <p><a href="#">Literacy Change Plan</a> (still under development)</p> <p><a href="#">NCA Writing Expectations Matrix</a></p>	<p>to monitor student progress.</p> <p>Teacher planning clearly identifies students who need targeted learning to lift achievement which is reflected in differentiated planning.</p> <p>Programmes are culturally responsive, motivating and engaging; attendance and student voice will reflect this.</p> <p>Staff will attend identified PD to enhance best teaching practice.</p> <p>Professional discussions/Impact coaching sessions provide clear evidence of teachers strengthening the way they notice, recognise, and respond to ākonga learning and progress, drawing on the culturally sustaining teaching and assessment pedagogies</p>
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<p><b>Strategic Goal 3</b> <b>Curriculum Development</b> <b>'The NCA Way'</b></p>	<p>Develop a curriculum change model that can be progressively implemented from 2025 that meets the requirements of the Te Mataiaho Framework</p>		
<p><b>Target/ Expectations for the Current year</b> related to an aspect of the Strategic Goal</p>	<p>'The NCA Way' is fully developed, inclusive of Special Character and Ministry Guidelines with clear progressions from Years 1- 8 and meets MOE mandates and directives.</p>		
<p><b>What we expect to see by the end of the year.</b> (What evidence will you see)</p>	<p>School planning expectations will be based around the school's template which incorporate SCG and Themes</p> <p>NCA will have developed Curriculum Programmes for Te Mātaiaho Mathematics and Statistics and English curriculums.</p> <p>A school-wide 3-year curriculum framework overview is developed which includes and drives a culturally responsive curriculum that will connect to our Special Character, students' lives, community and local environment.</p>		
<p><b>Actions to be taken</b></p>	<p><b>Who is Responsible?</b></p>	<p><b>Resources Required</b></p>	<p><b>How we will Measure Success</b></p>
<p>Review NCA school curriculum with <a href="#">Readiness Tool</a> and determine next steps. Term 1/2</p>	<p>SLT</p>	<p>MOE readiness Tools</p>	<p>Management have identified a progressive strategy to prepare the school for full implementation of Te Mataiaho from 2025/26</p>
<p>Finalise NCA Localised Curriculum <a href="#">'The NCA Way'</a></p>	<p>SLT Special Character DP Curriculum DP Principal</p>	<p>PLD Coach - two days Paora  NCA Community hui's to present</p>	<p>Schoolwide inclusive <b>Localised Curriculum/'The NCA Way'</b> is fully developed, inclusive of Special Character and Ministry Guidelines with clear progressions from Years 1- 8 and meets MOE mandates and directives and reflects Community voice</p>

2x Whanau Fun Nights- Consultation Hui's	BOT PB4L Team	draft Curriculum and to finalise Vision  PB4L budget- Whanau consultation nights	
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***Vision: At NCA we provide a vibrant education that inspires, equips and nurtures students with knowledge and wisdom to radiate the love of Jesus Christ for the World.***

### Working Proposed Overview 2024/25

Strategic Goal	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
<b>1.Special Character :</b>  <b>To equip staff to implement a consistent expression of the Proprietor Special Character Guidelines across the school in age-appropriate ways, through our integrated curriculum.</b>	<ul style="list-style-type: none"> <li>Work with SC Coach throughout 2024 2 days per term, working with SC AP and SLT re Localised Curriculum <a href="#">Special Character Development Plan 2024</a></li> <li>Community Consultation, sharing of the SC Framework for parents/caregivers new to NCA</li> </ul>				<ol style="list-style-type: none"> <li>Ensure consistent implementation of Special Character Guidelines</li> <li>Develop age-appropriate curriculum integration</li> <li>Build community understanding and engagement</li> <li>Maintain resource adequacy and relevance <a href="#">2024/2025 special Character Annual Plan</a></li> </ol>			
	Planning template developed, include UKD and introduced to teams Overview SC Planning for Term 2 completed	Overview SC Planning for Term 3 completed	Overview SC Planning for Term 3 completed	Overview SC Planning for Term 1 2025 completed	Execute pre-planned Term 1 overview Schedule SC Coach sessions (1-2 days) Review and refine UKD planning template Conduct new parent/caregiver orientation to SC Framework Evaluate effectiveness of 2024 resources Plan professional development sessions	Develop Term 3 overview Schedule SC Coach sessions (1-2 days) Review curriculum integration success Host community feedback session Identify resource gaps Begin resource procurement for Term 3	Develop Term 4 overview Schedule SC Coach sessions (2 days) Mid-year review of SC Development Plan Update resource inventory Plan parent education workshops Begin planning for 2026	Develop Term 1 2026 overview Schedule SC Coach sessions (2 days) Annual review and evaluation Complete resource procurement for 2026 Community consultation for 2026 planning Finalise 2026 SC Development Plan
	Resources purchased				Resources purchased for 2025	Consistent use of planning template across teams Positive community feedback Effective resource utilisation Improved student understanding of Special Character Staff confidence in implementation Strong alignment with Proprietor Guidelines Resources purchased for 2026		
<b>2. Teaching and Learning:</b>	Assessment Package Review and aligned with new MOE guidelines and expectations shared with staff and the Community. 2025 Annual Plan Implemented Terms 1-4							

<p>To effectively capture and use <b>evidence</b> to make <b>well informed decisions</b> that <b>accelerate progress</b> for all learners through our integrated localised curriculum.</p>	<p><b>Attendance :</b> Monitor Student Attendance throughout the year, present Everyday Matters Data to staff and community termly Support programme: Breakfast Club, Victory Boxing, Shine, Cultural Groups, Differentiated learning programmes, RBL profile,</p>							
	<p>Hero Assesments and Overviews align with the refreshed curriculums, planning to reflect pathways, drive teaching programmes. TL : reviewing coal face planning SLT <a href="#">Coal Face Planning Template</a></p>	<p>SLT Walk Thu's Planning reviews</p>	<p>SLT Walk Thu's Planning Reviews</p>	<p>SLT Walk Thu's Planning Reviews</p>	<p>SLT Walk Thu's Planning Review/Coaching</p>	<p>SLT Walk Thu's Planning Reviews</p>	<p>SLT Walk Thu's Planning Reviews</p>	<p>SLT Walk Thu's Planning Reviews</p>
	<p>Curricula English, Mathematics and Statistics Overviews loaded into Hero, Shared with Community once assessment expectations are released by the MOE</p>							
	<p><b>Term Two:</b> Implementation of Writing Overviews: driving teaching and learning programmes BSLA Yr 0-3 , BSLA Structured Literacy support programmes Yr 3-6, training for Yrs 7-8</p>							
	<p><b>Term One/Two:</b> Finalise Maths plan and expectations, Upload Curriculum Overview/Targets for Mathematics onto Hero, (tracking curriculum coverage)</p>							
	<p>Terms 1-4 All teacher planning to align with Maths &amp; English Yrs 0-6 Change Plan</p>							
	<p>Purchase resources, Yr 4-8 Teacher training for Maths Buddy T1 Wk 4</p>				<p>2025 Assessment Staff training on implementation of expected assessments Purchase supporting resources 'Oxford Maths'</p>			
	<p>Priority Students, ELL, Target School groups in Hero</p>	<p>Termly Target Groups progress monitored and reported to Management/Board ELL PLD / Learning Village/ELLP</p>						
	<p>New teachers receive coaching on RBL</p>			<p>All staff accredited Impact coaches</p>	<p>MOE PLD Maths curriculum Maths Trial Yr 7/8 ALiM Yrs % New teachers receive coaching on RBL</p>			
	<p><b>3. Curriculum Refresh Plan: to develop a three-year implementation plan for the Curriculum Refresh, and related materials and</b></p>	<p>NCA Localised Curriculum <b>'The NCA Way'</b> Finalised, inclusive of Curriculum Refresh Guidelines, <b>Community</b> Consultation SC Terms 2,3,4 (not completed due to curriculum refreshes)</p>						<p>Drive Localised Curriculum and new curriculum for Maths &amp; Literacy</p>

<b>resource staff for progressive adoption into classroom practice intentionally beginning 2025/6.</b>	NCA Student Profile Yr Level Matrix			Branding, Logo, Team Names Draft shared with Community				