





## Nelson Christian Academy Annual Plan 2024

*To teach Christian Character, positive values and encouraging academic excellence.*

Principal's endorsement:	
School Board endorsement:	

### **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 107 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 and rolled out over the next three years. This will involve new curriculum documents, processes and assessment methodology as outlined in [Te Mataiaho](#) and [Common Practice Model](#) as part of the Curriculum Refresh.

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 - 2024 and 2025

Phase 2: Implementing Te Mātaiaho - 2026 - 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 Mataiaho from 2026. This will be the primary focus of our next strategic plan from 2026 - 2029.

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 as outlined in Te Mātaiaho.

The End of Year data below shows all our current students' achievement in Reading, Writing and Mathematics from the 2nd Feb - 13th December 2023.

## HEADLINERS

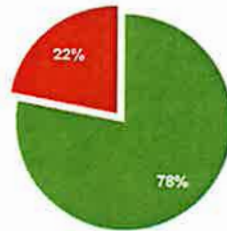
### READING (292 Students)

#### ACHIEVEMENT:

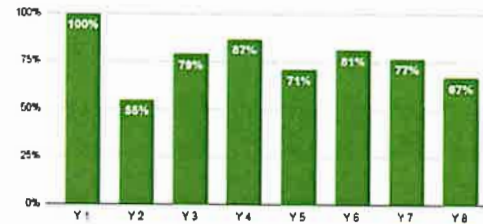
In Reading;

- 78% of students are achieving AT or ABOVE the expected curriculum level
- 79% of our Year 3 students are achieving
- 87% of our Year 4 students are achieving
- 81% of our Year 6 students are achieving
- 77% of our Year 7 students are achieving
- 80% of our Female students are achieving
- 77% of our Male students are achieving
- 85% of our European students are achieving
- 76% of our Asian students are achieving.

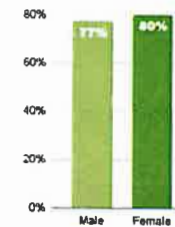
## WHOLE SCHOOL



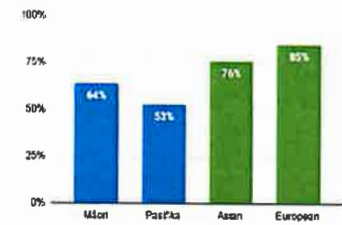
## YEAR GROUPS



## GENDER



## ETHNICITIES

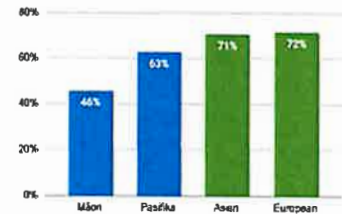
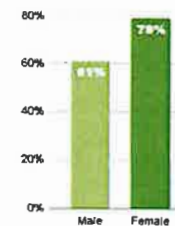
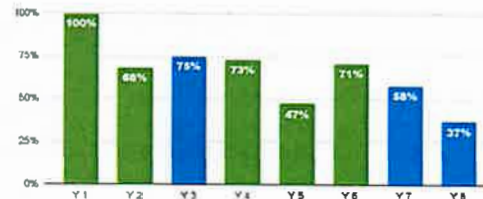
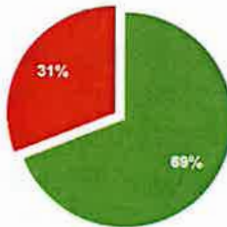


### WRITING (292 Students)

#### ACHIEVEMENT:

In Writing;

- 69% of students are achieving AT or ABOVE the expected curriculum level
- 75% of our Year 3 students are achieving
- 73% of our Year 4 students are achieving
- 71% of our Year 6 students are achieving
- 79% of our Female students are achieving
- 71% of our Asian students are achieving
- 72% of our European students are achieving

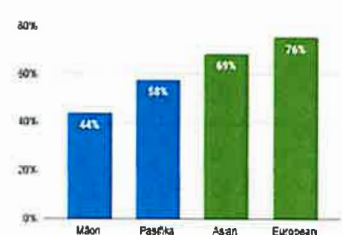
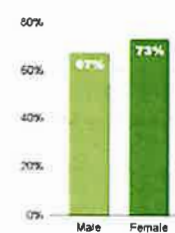
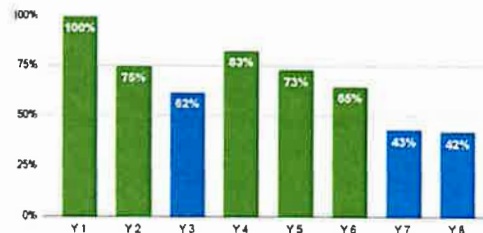
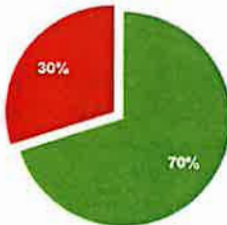


### MATHS (290 Students)

#### ACHIEVEMENT:

In Mathematics;

- 70% of students are achieving AT or ABOVE the expected curriculum level
- 75% of our Year 2 students are achieving
- 83% of our Year 4 students are achieving
- 73% of our Year 5 students are achieving
- 73% of our Female students are achieving
- 76% of our European students are achieving



**Where we are currently at:** 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

[2024 Nga rautaki hei whakamana i te Mahere-Tau o Te Tiriti o Waitangi](#)

<p>Strategic Goal 1</p> <p>Special Character</p>	<p>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</p>
<p><b>Target/ Expectations for the Current year related to an aspect of the Strategic Goal</b></p>	<ul style="list-style-type: none"> <li>• Seven Core Practices to be evident in all class programmes.</li> <li>• Class Devotions/Formation approaches are reviewed, resourced and supported with PD and Resources</li> <li>• A coherent Schoolwide Special Character content framework is developed and applied across the school.</li> <li>• Special Character Framework 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 Special Character Guidelines.</li> <li>• Teacher planning 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>		
<p><b>Actions to be taken to achieve goal:</b></p>	<p><b>Who is Responsible</b></p>	<p><b>Resources Required</b></p>	<p><b>How we will Measure Success</b></p>
<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</a></p>	<p>Paora (AP), with support from PLD Coach Staff</p>	<p>NLM Special Character Guidelines</p>	<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 2024, 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>	<p>Led by SC PLD Coach and Paora (AP)</p>	<p>To be developed by SC Coach to support the implementation of SC Guidelines</p>	<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>	<p>Paora and Tommy ,(2x AP) with support from SC PLD Coach</p>	<p>Teaching materials to support SC Focus / Theme for each term is provided</p>	<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
<b>Student Attendance</b>	2024 Student Attendance 80+ = 95% termly <b>Average Target for the Year 95%</b>
<b>2024 Literacy Target- Writing</b>	Accelerate progress of students not yet achieving at their expected curriculum level in <b>Writing</b> Target Cohort as identified based on EOY data 2023 <b>School Wide Target: 80% Writing At or Above</b> <b>Year 6 (2024) 80%</b> of students will achieve at or above in Writing <b>Year 7 (2024) 80%</b> of students will achieve at or above in Writing <b>Year 8 (2024) 80%</b> of students will achieve at or above in Writing <b>75% of Māori &amp; 70% Pasifika</b> students will achieve at or above in Writing
<b>2024 Literacy Target- Reading</b>	Accelerate progress of students not yet achieving at their expected curriculum level in <b>Reading</b> Target Cohort as identified based on EOY data 2023 <b>Whole School Wide Target: 85 % Reading At or Above</b> <b>Year 3 (2024) 80%</b> students will achieve at or above in Reading <b>Year 6 (2024) 80%</b> students will achieve at or above in Reading <b>80% Māori &amp; 75% Pasifika</b> students will be working at or above the expected curriculum level.
<b>2024 Literacy Target- Mathematics</b>	Accelerate progress of students not yet achieving at their expected curriculum level in <b>Mathematics</b> Target Cohort as identified based on EOY data 2023 <b>Whole School Wide Target: 75% Mathematics At or Above</b> 75% of our Yr 4 students will achieve at or above their expected curriculum level. 75% of our Yr 7 students will achieve at or above their expected curriculum level. 75% of our Yr 8 students will achieve at or above their expected curriculum level. 75% of our Māori students will achieve @ or above 75% of our Pasifika students will achieve @ or above

<b>Target/ Expectations for the Current year</b> related to an aspect of the Strategic Goal	Teachers will : <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.</li> <li>● Accelerating the learning progress of all students through differentiated learning programmes</li> <li>● Teachers will design programmes around the NCA Common Pathways, they will know what they are facilitating and why, students will know what they are learning and why and be able to identify their next learning steps.</li> <li>● Teachers will have an understanding of the new Curriculum and Teachers will teach 1 hour per day Reading, Writing and Mathematics.</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.</li> </ul>		
<b>What we expect to see by the end of the year.</b> ( <i>What evidence will we see</i> )	<ul style="list-style-type: none"> <li>● A 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 <i>Localised Curriculum</i> to support staff.</li> <li>● Student progress will be accelerated through targeted practice based on student assessments and NCA common pathways for Literacy and Mathematics will become embedded across the school</li> <li>● Our <i>Localised Curriculum</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>		
<b>Actions to be taken:</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>How we will Measure Success</b>
Assessment practices inform differentiated planning and practice.	AP- Assessment Coordinator. AP- Special Character Coordinator. Teachers Team Leaders	NCA Assessment Guideline documents. <ul style="list-style-type: none"> <li>● SC Framework.</li> <li>● Staff PLD for both Assessment Guidelines/SC</li> </ul>	Clear evidence in teacher planning of Assessment practices informing differentiated learning - including Talented/Gifted students  Differentiated Learning characterises class programmes

	Principal,SLT PLG Coordinators Literacy/Numeracy	<p>Framework-Coach,AP</p> <ul style="list-style-type: none"> <li>• Planning to be closely monitored by Team Leaders</li> <li>• Class Needs Analysis updated in team meetings.</li> <li>• NCA Common Pathways for Literacy and Numeracy</li> </ul>	Common pathways will be implemented across the school in planning. Tracking of pathways will be on Hero
English Languages Learners successfully access the curriculum and experience success.	ESOL Coordinator, Teacher/ Teacher Aide	<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>	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>Raised student achievement through 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>Principal/Office/Teachers</p> <p><b>Team Leaders:</b> Teachers/Support Staff</p> <p>Mathematics PLG/AP</p>	<p>Student attendance is monitored daily, report provided to Principal Office/Teachers Classroom Timetables displayed on wall</p> <p>Mathematics Change Plan</p> <ul style="list-style-type: none"> <li>• NCA Common</li> </ul>	<p>School meets the average Attendance Target 95%. Termly Everyday Matters Reports reflects this.</p> <p>School Targets are met as identified in the 2023 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 Whanau 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>Pathways for Numeracy and Strands.</p> <p>(still under development)</p> <p>Literacy Change Plan</p> <ul style="list-style-type: none"> <li>• NCA Common Pathways for Reading &amp; Writing</li> <li>• BSLA- all Junior classes.</li> </ul> <p>(still under development)</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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<b>Strategic Goal 3 Curriculum Development</b>	Develop a curriculum change model that can be progressively implemented from 2026 that meets the requirements of Te Mataiaho, Common Practice and <a href="#">Te Marautanga o Aotearoa</a>		
<b>Target/ Expectations for the Current year</b> related to an aspect of the Strategic Goal	A schoolwide Localised Curriculum is fully developed, inclusive of Special Character and Ministry Guidelines with clear progressions from Years 1- 8 and meets MOE mandates and directives.		
<b>What we expect to see by the end of the year.</b> (What evidence will you see)	School planning expectations will be based around the school's template which incorporate SCG and Themes  NCA will have developed Common pathways for Literacy and Numeracy which align with the Kahui Ako common practice pathways. 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.		
<b>Actions to be taken</b>	<b>Who is Responsible?</b>	<b>Resources Required</b>	<b>How we will Measure Success</b>
Review NCA school curriculum with Readiness Tool and determine next steps. Term 1/2	SLT	MOE readiness Tools	Management have identified a progressive strategy to prepare the school for full implementation of Te Mataiaho from 2026
Common Practice and <a href="#">Te Marautanga o Aotearoa</a> are reviewed and implementation programme/overview developed.	SLT Mathematics PLG Literacy PLG	Lead Curriculum Teachers released time 3 days x 2 teachers  Staff meeting to present Common Pathway Models	Management will have identified a progressive strategy to prepare the school for full implementation of Common Practice and <a href="#">Te Marautanga o Aotearoa</a> from 2026
Finalise NCA Localised Curriculum  2x Whanau Fun Nights- Consultation Hui's	SLT Special Character DP Curriculum DP Principal BOT  PB4L Team	PLD Coach - 10 days Paora  NCA Community hui's to present draft Curriculum and to finalise Vision  PB4L budget- Whanau consultation nights	Schoolwide inclusive <b>Localised Curriculum</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