



# Strategic and Annual Plan for Nelson Christian Academy 2023 - 2024

(28/3/2023)

Principals' endorsement:	
School Board endorsement:	
Submission date to Ministry of Education:	



The graphic is split into two vertical panels. The left panel has a red background with a white zigzag pattern. It features the text "We are..." in white, followed by a large white stylized logo of a family (two adults and a child) and the word "Whānau" in a large, bold, white font. Below the word are four small circular icons: a yellow one with a cross, a red one with a heart, a blue one with a person, and a green one with a family. The right panel has a light grey background. It features the text "We..." in a large, white, serif font. To the right of this text is a large, faint version of the white stylized family logo. Further right, there are four vertical entries, each with a colored circular icon and text:

- Show Resilience** (Yellow icon): Rely on God and keep going
- Seek Truth** (Red icon): Ask questions, seek answers and solve problems
- Show Integrity** (Blue icon): Make wise choices
- Give Honour** (Green icon): Love and respect ourselves, others and God

## Nelson Christian Academy 2023 - 24

# Introductory Section - Strategic Intentions

## Nelson Christian Academy 2023-2024

Mission Statement	<i>To provide biblically based Christ-Centred education equipping students for effective service and leadership</i>
Vision	<i>To teach Christian Character, positive values and encouraging academic excellence</i>
Values	<b>Show Integrity / Seek Truth / Give Honour / Show Resilience</b>
<b>Nelson Christian Academy's Cultural Diversity:</b> At NCA we are proud of, and celebrate, our growing multicultural christian school community. We have over 17 different ethnic groups, and over 74 ESOL funded students' who make 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 .	

<p><b>Māori Dimensions and Cultural Diversity</b></p>	<p>At NCA we ensure the cultures, languages, wellbeing and identities of all students are valued and visible in the life of the school. We value honourable relationships whereby Māori and all other New Zealanders (students and community) recognise, and understand, that Te Tiriti o Waitangi is a commitment and promise to take the best possible care of each other (Education Council, 2017).</p> <p><b>We aim to do this by:</b></p> <p>Strengthening our understanding of Te Tiriti o Waitangi and how we can honour the articles of Te Tiriti in our planning and teaching experiences.</p> <p>a. Kāwanatanga - Honourable Governance</p> <p>b. Rangatiratanga - Agency</p> <p>c. Ōritetanga - Equity</p> <ul style="list-style-type: none"> <li>▪ Developing culturally responsive practices, and curriculum, that reflects Aotearoa New Zealand’s rich cultural diversity and the unique status of Tangata Whenua.</li> <li>▪ Monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Māori learners.</li> <li>▪ Providing learning where the wellbeing, identity, language and culture of Māori and non-Māori learners are celebrated and affirmed.</li> <li>▪ Strengthening our staff knowledge of Te reo Māori and tikanga Māori.</li> <li>▪ Promoting the regular use of Te reo and tikanga in our hubs</li> </ul>
<p><b>Special Character</b></p>	<p style="text-align: center;"><b><i>The Nature and Character of God as revealed in the Bible</i></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
<p><b><u>Kahui Ako Strategic Goals</u></b></p>	<ul style="list-style-type: none"> <li>- Culturally responsive pedagogy accelerates equity for marginalised learners</li> <li>- A local curriculum with Coherent Pathways is experienced with success by all learners</li> </ul>
<p><b>NCA Strategic Goals</b></p> <p><b>Working with SAF throughout 2022/23</b></p>	<p><b><u>Strategic Goal 1:</u></b></p> <ul style="list-style-type: none"> <li>- Raising student achievement through targeted and deliberate teaching practice.</li> </ul> <p><b><u>Strategic Goal 2:</u></b></p> <ul style="list-style-type: none"> <li>- Cultures, languages, identities and wellbeing will be celebrated and nurtured.</li> </ul> <p><b><u>Strategic Goal 3:</u></b></p> <ul style="list-style-type: none"> <li>- A responsive curriculum will connect to students’ lives, community and environment</li> </ul>

## Working with SAF 2023

Strategic Goals 2023-2024						
Strategic Goal 1:	Strategic Initiatives	Desired outcomes	Success Indicators	2023	2024	
<p><b>Raising student achievement through targeted and deliberate teaching practice.</b></p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY  <a href="#">1. Commitment to the Teaching Profession</a>  <a href="#">2. Commitment to Learners</a>  <a href="#">4. Commitment to Society</a></p> <p>STANDARDS FOR THE TEACHING PROFESSION  <a href="#">Professional Learning</a>  <a href="#">Te Tiriti o Waitangi</a>  <a href="#">Professional Relationships</a>  <a href="#">Design for Learning</a></p>	1.1 Strengthen teachers' ability to be deliberate with formative assessment, planning and teaching	1.1 Learner needs are addressed through explicit classroom planning and learning programmes	1.1 Teachers know who, how, why and what they are teaching and there is evidence of improved learning			
	1.2 PGC prioritises the daily implementation of RBL pedagogy	1.2 Impact coaching data will show movement to the North East Corner	1.2 Teachers will confidently be using their knowledge of power sharing, co-construction, prior learning and feedback and feedforward			
	1.3 Develop student's agency	1.3 Students can articulate the what, why and how of learning and can share it with their teachers and whanau. They can identify their next steps	1.3 Students can explain their learning process, what they are learning and why.			
	1.4 Implement coherent systems and processes to track learners	1.4 Accurate data is used consistently to inform teacher planning and practice	1.4 All learner progress is tracked and monitored consistently			
	1.5 Attendance will be closely monitored	1.5 Attendance data is shared daily with Attendance Team and Everyday Matters data is monitored termly by SLT	1.5 Attendance data will score 90% termly			

### Working with SAF 2023

<b><u>Strategic Goal 2:</u></b>	<b>Strategic Initiatives</b>	<b>Desired outcomes</b>	<b>Success Indicators</b>	<b>2023</b>	<b>2024</b>	
<p>Cultures, languages, identities and wellbeing will be nurtured.</p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY  <a href="#">1. Commitment to the Teaching Profession</a>  <a href="#">2. Commitment to Learners</a>  <a href="#">3. Commitment to Families and Whānau</a>  <a href="#">4. Commitment to Society</a></p> <p>STANDARDS FOR THE TEACHING PROFESSION  <a href="#">Te Tiriti o Waitangi</a>  <a href="#">Professional Relationships</a></p>	2.1. All students enjoy and achieve education success that embraces language, culture and identities and our Christian faith	2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students’ language, culture and identity	2.1. Our students’ value diverse languages, identities and culture. These are visible at school			
	2.2 Priorities are placed around staff and student wellbeing	2.2 Staff and students feel valued and respected	2.2. Staff and students report that they feel a strong sense of personal and professional wellbeing			
	2.3 Establish partnerships with Chin community	2.3 Collaborative relationship with the Chin community	2.3 Our school enjoys a strong reciprocal relationship with Chin community			

### Working with SAF 2023

<b><u>Strategic Goal 3:</u></b>	<b>Strategic Initiatives</b>	<b>Desired outcomes</b>	<b>Success Indicators</b>	<b>2023</b>	<b>2024</b>	
<p><b>Strategic Goal 3:</b> A responsive curriculum will connect to students’ lives, community and environment</p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY  <a href="#">1. Commitment to the Teaching Profession</a>  <a href="#">2. Commitment to Learners</a>  <a href="#">3. Commitment to Families and Whānau</a>  <a href="#">4. Commitment to Society</a></p> <p>STANDARDS FOR THE TEACHING PROFESSION  <a href="#">Learning-Focused Culture</a>  <a href="#">Design for Learning</a>  <a href="#">Teaching</a></p>	3.1 Develop a curriculum that provides opportunities for students to engage in authentic problem solving and inquiry-based learning	3.1 Students are engaged in deep learning across the curriculum	3.1. All learners are contributors in a STEAM curriculum that transfers across curriculum areas			

## Annual Implementation Plan

1.1 Strategic Goal 1: 2023					
Raising student achievement through targeted and deliberate teaching practice					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 1.1 Strengthen teachers' ability to be deliberate with formative assessment, planning and teaching</p> <p><b>Desired Outcome:</b> 1.1 Learner needs are addressed through explicit classroom planning and learning programmes</p> <p><b>Success Indicators:</b> 1.1 Teachers know who, how, why and what they are teaching and there is evidence of improved learning</p>	Investigate and implement professional development that responds to teacher needs <ul style="list-style-type: none"> <li>● Work with staff and students to identify needs</li> <li>● Utilise staff expertise</li> <li>● Engage with external professional learning provider</li> </ul>	Principal/SLT Linked to target areas	Centrally funded PLD/ Staff PLD  50 hours through 3ML.NZ-Term 3+	Term 1 Term 2 Term 3	Mid Year
	NE-Yr 2 Junior teachers will embed Better Start Literacy Approach	Marilyn Led Tier 2 Junior Teachers Tier 1 Teacher Aide Tier 2	NCA Literacy	Terms 1-4	Mid Year
	Teachers work through a collaborative Inquiry process to notice, recognise and respond to the needs of our <b>priority learners</b> . (assessment, planning and evaluation of teaching, PGC)	All staff led by team leaders Linked to target areas	Team leaders released as required  NCA Student Support Register	On going throughout 2023	Mid Year
	Consistent planning expectations are implemented: <ul style="list-style-type: none"> <li>● Teachers share planning formats</li> <li>● Agree on essential planning elements</li> </ul>	AP Linked to target area		End of term 1 End of Term 2 End of Term 3	Mid Year
	Drive the Teacher's Performance Growth Cycle  <a href="#">Teaching Council: Professional Growth Cycle</a>	Principal/COL teachers	Team leaders released as required	Ongoing throughout 2023	Mid Year

	Teachers and Teacher Aides work collaboratively in planning, assessing and teaching <a href="#">The Code of Professional Responsibility (TC): 1</a>	Principal Teachers Teacher Aides		On going throughout 2023	Mid Year
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[BACK TO NCA'S STRATEGIC GOALS](#)

<b>1.2 Strategic Goal 1: 2023</b>					
<b>Raising student achievement through targeted and deliberate teaching practice</b>					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<b>Strategic Initiative:</b> 1.2 Priorities are placed around Kahui Ako RBL pedagogy  <b>Desired Outcome:</b> 1.2 Impact coaching data will show movement to the North East Corner  <b>Success Indicators:</b> 1.2 Teachers will confidently be using their knowledge of power sharing, co-construction, prior learning and feedback and feedforward	Teachers to refine RBL practice focusing on Teacher Capability Matrix	Within CoL teachers Impact Coaches	6x Col Leader day release Coaching sessions	Ongoing 2023	Mid Year
	1.2 PGC prioritises the daily implementation of RBL pedagogy	Within COL Impact Coaches	2 day 2x observations per staff	Ongoing 2023	Mid Year



<b>1.3 Strategic Goal 1: 2023</b>					
<b>Raising student achievement through targeted and deliberate teaching practice</b>					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b><u>Strategic Initiative:</u></b> 1.3 Implement coherent systems and processes to track learners.</p> <p><b><u>Desired Outcome:</u></b> 1.3 All learner progress is tracked and monitored consistently.</p> <p><b><u>Success Indicators:</u></b> 1.3 Students can explain their learning process, what they are learning and why.</p>	Embed the NCA Class Needs Analysis Document and Support Register, shar at fortnightly team meetings	SENCO/Team leaders	Team leaders released as required	Ongoing 2023	Mid Year
	ITJs & OTJs recorded and progress analysed	SLT- analysis data Team Leaders to oversee team-wide analysis Principal to report to the School Board on school-wide progress Linked to target area	Team meetings	Termly Teams Mid/End Yr 2023	Mid Year
	Develop a clear framework that ensure a clear progression is in place to scaffold and track coverage of all curriculum areas, strands and contexts.	DP/Curriculum Team/SLT Team leaders Hero PLGs	Hero Staff PLD	Term 4	Mid Year

<b>1.4 Strategic Goal 1: 2023</b>					
<b>Raising student achievement through targeted and deliberate teaching practice</b>					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<b>Strategic Initiative:</b> 1.4 Implement coherent systems and processes to track learners  <b>Desired Outcome:</b> 1.4 Accurate data is used consistently to inform teacher planning and practice.  <b>Success Indicators:</b> 1.4 All learner progress is tracked and monitored consistently.	NE-Yr 4 Teachers and students to use SeeSaw as a 'Digital Portfolio' to share and assess learning Yr 5-8 Hero - Student Portfolio	SLT Teachers	SeeSaw- Marilyn Hero - Tommy AP/PLG's	Term 3	Mid Year
	Teachers to use the 'Learning Progressions' on Hero for assessment, planning, teaching and reporting	SLT Teachers	Hero Professional Development Staff Meetings/TODs 3ml.nz Martin Hughes	Throughout 2023	Mid Year
	Target students are identified, monitored and shared regularly in team and staff meetings	SLT/DP Assessment team Teachers	n/a Hero	Throughout 2023 Team meetings,SLT	
<b>1.5 Strategic Goal 1: 2023</b>					
<b>Raising student achievement through targeted and deliberate teaching practice</b>					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<b>Strategic Initiative</b> 1.5 Attendance will be closely monitored	Teachers to take roll daily Attendance is checked, absence data is shared daily with the Principal, immediate concerns are addressed.	Teachers Office/Principal		2x Daily Mid-day daily	Mid Year

<p><b>Desired Outcome</b> 1.5 Attendance data is shared daily with the Principal and weekly with the Attendance Team . Everyday Matters data is monitored by the Attendance Team.</p> <p><b>Success Indicators</b> 1.5 Attendance data average 90% across the year</p>	<p>Attendance is monitored weekly, absent concerns are raised with SLT</p> <p>Fortnightly attendance is shared at Syndicate Meetings</p> <p>Termly report Everyday Matters data is monitored termly by the Attendance Team with the SLT and shared with staff</p>	<p>Attendance Team/Lienkie</p> <p>Attendance Team compile reports/Syndicate Leaders share in F/nightly meetings</p> <p>Attendance Team Principal reports to Board</p>	<p>Higher duties release .04 FTTE</p>	<p>Monday SLT meetings</p> <p>Syndicate meetings fortnightly throughout 2023</p> <p>Staff Meetings 1x per Term Board meetings monthly</p>	
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## 2.1 Strategic Goal 2: 2023

Cultures, languages, identities and wellbeing will be nurtured.

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 2.1 All students enjoy and achieve education success that embraces language, culture and identities and our Christian faith</p> <p><b>Desired Outcome:</b> 2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity</p> <p><b>Success Indicators:</b> 2.1 Our students' value diverse languages, identities and culture. These are visible at school</p>	Embed culturally responsive pedagogies (RBL) through PGC	Tommy Linked to target areas	Within School Teachers	Term 1 Term 3	Mid Year
	Embed the articles of Te Titiriti o Waitangi in planning and teaching	NMIT/Hapa Manu/DP/teachers/WS T Linked to target areas	MOE -Bespoke programme. School cultural budget	Ongoing 2023	Mid Year
	Create authentic opportunities for whānau to engage in their child's learning (whanaungatanga, kotahitanga)	AP/PB4L Team/SLT/Teachers	Cultural Events/Fundraising Budget	Ongoing 2023	Mid Year
	<a href="#">Drive a simple and effective Communication System</a>	DP Admin Staff Teachers	Hero \$ 3900	Ongoing 2023	Mid Year
	Engage community in learning by hosting relevant and timely celebration events	SLT/PB4L	Team leaders	Each hub host 1 or two celebrations per year	Mid Year

## 2.2 Strategic Goal 2: 2023

Cultures, languages, identities and wellbeing will be nurtured.

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 2.2 Priorities are placed around staff and student wellbeing.</p> <p><b>Desired Outcome:</b> 2.2 Staff and students feel valued and respected.</p> <p><b>Success Indicators:</b> 2.2 Staff and students report that they feel a strong sense of personal and professional wellbeing</p>	<p><a href="#">Embed, monitor and review PB4L-SW Practices/Restorative Approach/Introduction to PB4L Tier 2</a></p>	<p>PB4L Team Lead/Coach/PB4L ?P?LG Team Tiers 1&amp;2</p>	<p>PB4L</p>	<p>Ongoing 2023</p>	<p>Mid Yr</p>
	<p><a href="#">Conduct regular staff and student well-being surveys to</a></p>	<p>PB4L Team Lead/Coach</p>	<p>PB4L</p>	<p>Ongoing 2023</p>	<p>Mid Yr</p>

**2.3 Strategic Goal 2: 2023**

Cultures, languages, identities and wellbeing will be nurtured. (Ako)

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 2.3 Establish partnerships with Chin community</p> <p><b>Desired Outcome:</b> 2.3 Collaborative relationship with the Chin community</p> <p><b>Success Indicators:</b> 2.3 Our school enjoys a strong reciprocal relationship with Chin community</p>	<p><a href="#">Ensure that the communication system is inclusive of our Chin community</a></p>	<p>ESOL PLG Principal</p>	<p>ESOL Funding MOE Funding-Stoke Cluster Achievement for Former Refugee Ops Grant Interpreter expense</p>	<p>Term 1 Term 3</p>	
	<p><a href="#">Develop and implement an engaging and culturally responsive ESOL Programme</a></p>	<p>ESOL PLG TEAM LEAD</p>	<p>2x Teacher Salary .6 FTTE 1x T/A  \$100 Kai for Cafe's</p>	<p>Throughout 2023</p>	

### 3.1 Strategic Goal 3: 2023

A responsive curriculum will connect to students' lives, community and environment.

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 3.1 Develop a curriculum that provides opportunities for students to engage in authentic problem solving and inquiry-based learning</p> <p><b>Desired Outcome:</b> 3.1 Students are engaged in deep learning across the curriculum.</p> <p><b>Success Indicators:</b> 3.1 All learners are contributors in a STEAM curriculum that transfers across curriculum areas.</p>	<a href="#">Review and develop local NCA Curriculum</a>	AP, SLT Team & Principal	MOE Curriculum Advisor/SAF	Ongoing 2023	Mid Year
	<a href="#">Teachers to embed Level 1 of the NZ Digital Technologies Curriculum by upskilling and integration across all learning areas</a>	AP/ Hub Leaders/Intermediate teachers	3ML.NZ PLD Marilyn	Ongoing 2023	Mid Year
	<a href="#">Curriculum Refresh - introduce the Aotearoa/NZ Histories</a>	Principal/AP/SLT	TOD's/MOE workshops	Ongoing 2023	Mid Year

## Annual Targets

### Achievement Target 1 Learning Maths 2023

**Strategic Goal:** Raising student achievement through targeted and deliberate teaching practice.

**Annual Target:** Accelerate progress of students not yet achieving at their expected curriculum level in Mathematics

Target Cohort as identified based on EOY data 2022

75% of our Yr 3 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

### Baseline data: 2022

60% of students are achieving AT or ABOVE the expected curriculum level

58% of our Yr 2 Students are achieving at or above

41% of our Year 6 students are achieving or above

36% of our Year 7 students are achieving or above

59% of our male students are achieving

38% of our Māori students are achieving @ or above

50 % of our Pasifika students are achieving @ or above



## Working with SAF 2023

Key improvement strategy: What?	When	Who SAF working with Team	Expected outcomes
AP & Unit holder lead Assessment for Learning across the school	T1-4	SLT/SAF  Maths PLG	Develop clear action plan for Maths Drive the Assessment for Learning across the school
Fortnightly collaborative team meetings targeting priority learners through revised student tracking system specifically using HERO Goals	Ongoing Fortnightly team meeting	Teachers SLT	Accelerated progress for learners Evidence of well tracked and monitored learning and progress Termly OTJ's will show progress being made Progress of selected priority learners is clear and available on HERO
Refine pedagogical approaches in numeracy(including formative assessment practices) and ensure these are cohesive across the school. Strengthen moderation process	T2 and 3	SLT Maths PLG	A shift in student achievement will be noted ITJ's , OTJs
Refine the use of HERO to track and monitor all students and report progress twice a year to parents, articularly looking at the HERO goals	Ongoing	Maths PLG to drive	All stakeholders are clear about how to students are progressing and achieving in Maths
Professional development within numeracy (through the lens of formative practices)	T1-3  T1	AP/SLT/SAF	<a href="#">Worked with Cognition throughout Terms 1 &amp; 2. PD put on hold until the SAF Team have developed the Strategic Plan (2023)</a>
Māori /Pasifika students will be identified and placed in a target group	Term 1  Monitored throughout the year	SENCO / Team Leaders / Teachers	Students that are identified and planning to have clear goals and are well tracked and monitored in Team Meetings

## Achievement Target 2 Learning: Writing 2023

**Strategic Goal:** Raise Student achievement through targeted and deliberate teaching practice will positively impact the progress of all learners

**Annual 2023 Target:** Accelerate progress of students not yet achieving at their expected curriculum level in Writing

Target Cohort as identified based on EOY data 2022

**Year 3 (2023) 80%** of students will achieve at or above in Writing

**Year 7 (2023) 80%** of students will achieve at or above in Writing

**Year 8 (2023) 80%** of students will achieve at or above in Writing

**80% of Māori & Pasifika** students will achieve at or above in Writing

### Baseline data 2022:

#### Writing

##### Baseline data EOY 2022

**Whole School** : 77% Writing At or Above

**Year 2 73%** Boys and Girls achieved at or above the expected curriculum level

**Year 6 68%** Boys and Girls achieved at or above the expected curriculum level

**Year 7 64%** Boys and Girls achieved at or above the expected curriculum level

52% Māori & 75% Pasifika students were working at or above the expected curriculum level.

## Working with SAF 2023

Key improvement strategy: What?	When	Who	Expected outcomes
Focussed collaborative team meetings every week based around priority learners utilising a fully revised student tracking system/process.	Throughout the year, beginning in Term 1.  Fortnightly team meeting	Team leaders	Progress of selected priority learners is clear and available in folders. Accelerated progress for learners. Evidence of well tracked and monitored learning and progress. Termly OTJs will show the progress being made
Refine our pedagogical approaches in literacy (including formative assessment practices) and ensure these are cohesive across the school.  Strengthen moderation processes via newly implemented team meetings	T 2 - 3	Team leaders Teachers SLT PLG SAF	Refined pedagogical approaches in literacy (including formative assessment practices) and are cohesive across the school
Junior Teachers will embed the Better Start Literacy Approach programme. 2x Tier 2 groups , Tier 1 groups	T1-4	Literacy Leader NE - Yr 2 Junior School Teachers BSLA trained TeacherAaide	Implementation of a consistent approach to Literacy across the Junior School.
Refine the use of HERO to track and monitor all students and report progress twice a year to parents, particularly looking at the HERO goals	T1 T 2	Team leaders	All stakeholders are clear about how to students are progressing and achieving in literacy
Students that are working <b>Well Below</b> are given an IEP/IBP to provide wrap around support and ensure a strong home/school partnership is established	T1  T4	SENCO / Team Leaders / Teachers	Students that are identified as working <b>Well Below</b> have clear goals and are well tracked and monitored. Closely monitor the Class Analysis Document

## Achievement Target 3 Culture and Identity 2023: Working with SAF 2023

**Strategic Goal:** Cultures, languages, wellbeing and identities will be nurtured

**Annual Target:**

**All of our students understand identity, and can share who they are and where they have come from.**

Key improvement strategy: What?	When	Who	Expected outcomes
Grow teacher knowledge and practice around culturally responsive pedagogies	Throughout the year, beginning at Teacher Only Day	SLT, ESOL Coordinator ESOL Teacher NMIT/Hapamanu In school Col Leader	Teachers will be clear about what culturally responsive pedagogies are, how we engage with this at NCA and where their strengths and growth areas lie
Create authentic opportunities for whānau to engage in their child's learning (whanaungatanga, kotahitanga)	Events throughout the year Celebrating Maori language week Chin Sportsday Chin Cultural Day Matariki World Refugee Day Termly Mihi Whakatau	Hapamanu NMIT-Bespoke programme ESOL Tutor interpreter- Chin Dance group Kapa Haka, WST Kapa Haka performances	Whānau are involved in a wide range of learning both at school and at home.
Feedback from staff regarding the impact of new initiatives is sought and acted on	Ongoing Leadership self review Staff Reviews	Teachers SLT Principal PB4L PLG Team	Staff voice contributes to decisions made
Drive schoolwide practices around positive behaviour for learning (including behaviour guidelines, PB4L awards and restorative practices)	Hero Behaviour Data Monthly at Staff meetings Parent Cafes	SLT and PB4L team	All stakeholders will have an understanding of our Restorative Behaviour Management System
Vision Consultation Cafe's <ul style="list-style-type: none"> <li>● Whanau fun night</li> <li>● Circulated Survey to whānau Term One: English/Chin</li> <li>● Chin consultation- visit local chin churches</li> </ul>	Terms One & Two	Principal, SLT Team	School will develop a shared Vision which aligns with our current values and whānau aspirations and christian character.

<b>Other 2023 Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Property</b> (summarised from property plan)	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
NLM: continue to develop and maintain facilities to enhance and improve for student achievement and well-being. Priority of work based on identified needs and available funding. Board: to maintain facilities according to the 10YrPP's schedule for ongoing maintenance and to undertake any emergent repair work.		All MLP's as identified in the Auditor's report 2021 are addressed and systems and controls are in place.	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
Drive PLG Cycle with staff Develop a staff wellbeing monitoring system		Continue to strengthen ties within the local community and networks that will benefit the school and lift Manaakitanga and Whanaungatanga	