



School Charter  
Strategic and Annual Plan for  
Nelson Christian Academy  
2021 - 2023

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



## Nelson Christian Academy 2021 - 23

# Introductory Section - Strategic Intentions

## Nelson Christian Academy

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 70 ESOL funded students' who make up our learning community. NCA acknowledge and celebrate our school's unique christian's character and rich cultural composition. We foster the partnerships between whānau, tamariki, Board of Trustee, management and staff, to ensure and enhance the well-being of all through prayer, support, consultation, representation and participation .	

<b>Māori Dimensions and Cultural Diversity</b>	<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 Maori 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>
<b>Special Character</b>	<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 evaluate critically all experience and viewpoints in the light of such a biblical worldview. The school presents this worldview through encouraging students to 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>
<b><u>Kahui Ako Strategic Goals</u></b>	<ul style="list-style-type: none"> <li>- Sharing of practice</li> <li>- Developing cultures of agency</li> <li>- Designing local curriculum</li> <li>- Promoting wellbeing for all</li> </ul>
<b>NCA Strategic Goals</b>	<p><b><u>Strategic Goal 1:</u></b></p> <ul style="list-style-type: none"> <li>- Targeted and deliberate teaching practice will positively impact the progress of all learners</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 nurtured. (Ako)</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>

### Strategic Goals 2021-2023

<u>Strategic Goal 1:</u>	Strategic Initiatives	Desired outcomes	Success Indicators	2021	2022	2023
<b>Targeted and deliberate teaching practice will positively impact the progress of all learners</b>  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>  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>	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 Priorities are placed around Kahui Ako 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			
	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			

<b>Strategic Goal 2:</b>	<b>Strategic Initiatives</b>	<b>Desired outcomes</b>	<b>Success Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</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			

<b>Strategic Goal 3:</b>	<b>Strategic Initiatives</b>	<b>Desired outcomes</b>	<b>Success Indicators</b>	<b>2021</b>	<b>2022</b>	<b>2023</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: 2021					
Targeted and deliberate teaching practice will positively impact the progress of all learners					
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 Linked to target areas	Centrally funded PLD/ Staff PLD  30 hours through Cognition Education	Term 1 Term 2 Term 3	Mid and End of year
	Junior teachers will implement the Better Start Literacy Approach into their Literacy programme	Marilyn Led Junior Teachers	Centrally funded PLD/ Canterbury University	Terms 1-4	Mid and End of 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)	All staff led by team leaders Linked to target areas	Team leaders released as required		
	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	
	Develop a robust and sustainable process for the teacher's performance growth cycle  <a href="#">Teaching Council: Professional Growth Cycle</a>	Principal	Team leaders released as required	Term 1/2	

	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			Ongoing
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## 1.2 Strategic Goal 1: 2021

Targeted and deliberate teaching practice will positively impact the progress of all learners

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 Impact Coaches		Ongoing 2021	
	Impact Coaches to support the implementation of the RBL profile	Within CoL Impact Coaches	PB4L Budget	Ongoing 2021	Term 2 & Term 4

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### 1.3 Strategic Goal 1: 2021

Targeted and deliberate teaching practice will positively impact the progress of all learners

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 1.3 Implement coherent systems and processes to track learners.</p> <p><b>Desired Outcome:</b> 1.3 All learner progress is tracked and monitored consistently.</p> <p><b>Success Indicators:</b> 1.3 Students can explain their learning process</p>	Establish manageable processes to regularly track and monitor all learners <ul style="list-style-type: none"> <li>- Establish procedures in team meetings to share evidence</li> <li>- Review moderation processes (maths initially, then literacy)</li> </ul>	Team leaders	Team leaders released as required	Ongoing 2021	
	Termly OTJs recorded and progress analysed	Teachers - analysis Team Leaders to oversee team-wide analysis Principal to report to BOT on school-wide progress Linked to target area	Team meetings	End of each Term	
	Develop a clear framework that ensure a clear progression is in place to scaffold and track coverage of all curriculum areas, strands and contexts.	SLT Team leaders Learning2Learn		Term 4	

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**1.4 Strategic Goal 1: 2021**

Targeted and deliberate teaching practice will positively impact the progress of all learners

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<p><b>Strategic Initiative:</b> 1.4 Implement coherent systems and processes to track learners</p> <p><b>Desired Outcome:</b> 1.4 Accurate data is used consistently to inform teacher planning and practice.</p> <p><b>Success Indicators:</b> 1.4 All learner progress is tracked and monitored consistently.</p>	Teachers and students to use SeeSaw as a 'Digital Portfolio' to share and assess learning	SLT Teachers	SeeSaw?	Early Term 2	
	Teachers to use the 'Learning Progressions' on Hero for assessment, planning, teaching and reporting	SLT Teachers	Hero Professional Development	Throughout 2021	
	Target students are identified and are monitored regularly	SLT Teachers	n/a	Throughout 2021	

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## 2.1 Strategic Goal 2: 2021

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> 2.1 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>	Grow teacher knowledge and practice around culturally responsive pedagogies (RBL)	Tommy Linked to target areas	Within School Lead	Term 1 Term 3	
	Embed the articles of Te Titiriti o Waitangi in planning and teaching	All staff led by team leaders Linked to target areas	Staff PD budget	Ongoing 2021	
	Create authentic opportunities for whanau to engage in their child's learning (whanaungatanga, kotahitanga)	AP	Cultural Events/Fundraising Budget	Ongoing 2021	
	<a href="#">Develop a simple and effective Communication System</a>	Principal Admin staff Teachers	Seesaw \$1800	Ongoing 2021	
	Engage community in learning by hosting relevant and timely celebration events	SLT	Team leaders	Each hub host 1 or two celebrations per year	

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<b>2.2 Strategic Goal 2: 2021</b>					
Cultures, languages, identities and wellbeing will be nurtured. (Ako)					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<b>Strategic Initiative:</b> 2.2 Priorities are placed around staff and student wellbeing.  <b>Desired Outcome:</b> 2.2 Staff and students feel valued and respected.  <b>Success Indicators:</b> 2.2 Staff and students report that they feel a strong sense of personal and professional wellbeing	<a href="#">Embed, monitor and review PB4L-SW Practices</a>	PB4L Team Lead/Coach	PB4L	Ongoing 2021	
	<a href="#">Conduct regular staff and student well-being surveys to</a>	PB4L Team Lead/Coach	PB4L	Ongoing 2021	Term 1 Term 2 Term 3 Term 4

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### 2.3 Strategic Goal 2: 2021

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

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
<b>Strategic Initiative:</b> 2.3 Establish partnerships with Chin community  <b>Desired Outcome:</b> 2.3 Collaborative relationship with the Chin community  <b>Success Indicators:</b> 2.3 Our school enjoys a strong reciprocal relationship with Chin community	<a href="#">Ensure that the communication system is inclusive of our Chin community</a>	ESOL Principal	ESOL Funding	Term 2	Term 1 Term 2 Term 3 Term 4
	<a href="#">Develop and implement an engaging and culturally responsive ESOL Programme</a>	ESOL TEAM LEAD	Teacher Salary	Throughout 2021	Term 1 Term 4

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### 3.1 Strategic Goal 3: 2021

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>	SLT & Principal		Ongoing	End of Term 2 End of Term 4
	<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	Learning 2 Learn	Ongoing 2021	Midyear End of year
	<a href="#">Establish an NCA Enviro Team to attain Bronze Enviro Status</a>	PB4L Team	Enviro school Unit	Ongoing 2021	Midyear End of year

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## Annual Targets

### Achievement target 1 Learning Maths

**Strategic Goal:** Targeted and deliberate teaching practice will positively impact the progress of all learners

**Annual Target:** To accelerate\* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in numeracy.

\*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

Target cohort/s to be identified based on EOY data 2020

Based on the whole school 2020 End of year data in Numeracy and those who will remain at NCA, the following will be the target groups

11/27 Year 4 (2021) boys and girls working towards the expected curriculum level,

12/16 Year 8 (2021) girls who are working towards the expected curriculum level.

#### Baseline data:

##### Whole school data 2020

Ab - 18%

At - 51%

Wt - 24%

WB - 7 %

##### Year 3 2020 Boys and Girls

Ab - 3/27

At - 13/27

Wt - 11/27

WB

##### Year 7 2020 Girls

Ab -

At - 2/16

Wt - 12/16

WB - 2

<b>Key improvement strategy: What?</b>	<b>When</b>	<b>Who</b>	<b>Expected outcomes</b>
Unit holder position created and filled	T1	SLT	Develop clear action plan for Maths
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	Team leaders Teachers	
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	T1 T2	Unit holder	All stakeholders are clear about how to students are progressing and achieving in Maths
Professional development within numeracy (through the lens of formative practices) PLD facilitator Cognition Education	T2-4  T1	Unit holder & SLT	
Students that are working Well Below 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 Well Below have clear goals and are well tracked and monitored

## Achievement target 2 Learning: Literacy

**Strategic Goal:** Targeted and deliberate teaching practice will positively impact the progress of all learners

**Annual Target:** To accelerate\* the progress, engagement and conceptual understanding of all students not yet at the expected curriculum level in numeracy.

\*acceleration = 2 or more sub levels (i.e. L1 Beginning, L1 Middle, L1 Upper) in one year in relation to academic progress.

- Based on the whole school 2020 End of year data in Literacy and those who will remain at NCA, the following will be the target groups  
40 students who were working towards the expected curriculum level in Reading.
- Based on the whole school 2020 End of year data in Literacy and those who will remain at NCA, the following will be the target groups  
67 students who were working towards the expected curriculum level in Writing.

### Reading

#### Baseline data EoY 2020:

Above: 70/226 (18%)

At: 99/226 (51%)

Working towards: 49/226 (22%)

Well Below: 8/226 (3%)

25 /113 Boys were working towards the expected curriculum level.

24/113 Girls were working towards the expected curriculum level.

11/35 Maori students were working towards the expected curriculum level.

### Writing

#### Baseline data EOY 2020

Above: 39/227 (17%)

At:119/227 (53.4%)

Working Towards: 67/227 (29.6%)

Well below: 0

36/114 Boys were working towards the expected curriculum

31/113 Girls were working towards the expected curriculum level

11/34 Maori students were working towards the expected curriculum level

<b>Key improvement strategy: What?</b>	<b>When</b>	<b>Who</b>	<b>Expected outcomes</b>
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	Refined pedagogical approaches in literacy (including formative assessment practices) and are cohesive across the school
Junior Teachers will participate in the Better Start Literacy Approach initiative, Canterbury University MOE funded	T1-4	Literacy Leader Junior School Teachers	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 Well Below 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 Well Below have clear goals and are well tracked and monitored

## Achievement target 3 Culture and Identity

**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.**

**Baseline data EOY 2020**

Through the [School Charter Consultation at the end of 2020](#), parents stated that they believe it's important for their child's culture and heritage to be celebrated. 66% of parents agreed or strongly agreed, with 25% neutral.

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 Teacher	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 whanau to engage in their child's learning (whanaungatanga, kotahitanga)	Events throughout the year Celebrating Maori language week Pasifika Week Chin Sportsday Chin Cultural Day	Kapa Haka, Pasifika Group ESOL Tutor	Whanau 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	Teachers SLT Principal	Staff voice contributes to decisions made
Streamline schoolwide practices around positive behaviour for learning (including behaviour guidelines, PB4L awards and restorative practices)	Ongoing	Lienkie and PB4L team Tommy	All stakeholders are clear about how our values are celebrated across the school

<b>Other 2021 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>
BOT responsible to create a 10 Year property maintenance plan that's congruent with the 10 -year property plan of New Life Ministries		All MLP's as identified in the Auditor's report 2019/20 are addressed and systems and controls are in place.	
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
Teaching staff to start the new performance growth cycle process to replace the appraisal system		Strengthen ties within the local community and networks that will benefit the school and lift Manaakitanga and Whanaungatanga	