



School Charter
Strategic and Annual Plan for
Nelson Christian Academy
2022 - 2024

(15/2/2022)

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



Nelson Christian Academy 2022 - 24

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	Show Integrity / Seek Truth / Give Honour / Show Resilience
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 over 66 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 .	

Māori Dimensions and Cultural Diversity	<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>We aim to do this by:</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"> ▪ Developing culturally responsive practices, and curriculum, that reflects Aotearoa New Zealand’s rich cultural diversity and the unique status of Tangata Whenua. ▪ Monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Māori learners. ▪ Providing learning where the wellbeing, identity, language and culture of Māori and non-Māori learners are celebrated and affirmed. ▪ Strengthening our staff knowledge of Te reo Māori and tikanga Māori. ▪ Promoting the regular use of Te reo and tikanga in our hubs
Special Character	<p style="text-align: center;"><i>The Nature and Character of God as revealed in the Bible</i></p> <ul style="list-style-type: none"> ▪ 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 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 ▪ 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
<u>Kahui Ako Strategic Goals</u>	<ul style="list-style-type: none"> - Sharing of practice - Developing cultures of agency - Designing local curriculum - Promoting wellbeing for all
NCA Strategic Goals	<p><u>Strategic Goal 1:</u></p> <ul style="list-style-type: none"> - Targeted and deliberate teaching practice will positively impact the progress of all learners <p><u>Strategic Goal 2:</u></p> <ul style="list-style-type: none"> - Cultures, languages, identities and wellbeing will be nurtured. (Ako) <p><u>Strategic Goal 3:</u></p> <ul style="list-style-type: none"> - A responsive curriculum will connect to students’ lives, community and environment

Strategic Goals 2022-2024

<u>Strategic Goal 1:</u>	Strategic Initiatives	Desired outcomes	Success Indicators	2022	2023	2024
<p>Targeted and deliberate teaching practice will positively impact the progress of all learners</p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY 1. Commitment to the Teaching Profession 2. Commitment to Learners 4. Commitment to Society</p> <p>STANDARDS FOR THE TEACHING PROFESSION Professional Learning Te Tiriti o Waitangi Professional Relationships Design for Learning</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 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			

Strategic Goal 2:	Strategic Initiatives	Desired outcomes	Success Indicators	2022	2023	2024
<p>Cultures, languages, identities and wellbeing will be nurtured.</p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY 1. Commitment to the Teaching Profession 2. Commitment to Learners 3. Commitment to Families and Whānau 4. Commitment to Society</p> <p>STANDARDS FOR THE TEACHING PROFESSION Te Tiriti o Waitangi Professional Relationships</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			

Strategic Goal 3:	Strategic Initiatives	Desired outcomes	Success Indicators	2022	2023	2024
<p>Strategic Goal 3: A responsive curriculum will connect to students' lives, community and environment</p> <p>THE CODE OF PROFESSIONAL RESPONSIBILITY 1. Commitment to the Teaching Profession 2. Commitment to Learners 3. Commitment to Families and Whānau 4. Commitment to Society</p> <p>STANDARDS FOR THE TEACHING PROFESSION Learning-Focused Culture Design for Learning Teaching</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: 2022					
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>Strategic Initiative: 1.1 Strengthen teachers' ability to be deliberate with formative assessment, planning and teaching</p> <p>Desired Outcome: 1.1 Learner needs are addressed through explicit classroom planning and learning programmes</p> <p>Success Indicators: 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"> • Work with staff and students to identify needs • Utilise staff expertise • Engage with external professional learning provider 	Principal/ Lienkie Assessment for Learning Led. 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 & drive the Better Start Literacy Approach	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 priority learners . (assessment, planning and evaluation of teaching, PGC)	All staff led by team leaders Linked to target areas	Team leaders released as required	On going throughout 2022	Mid and End of Year
	Consistent planning expectations are implemented: <ul style="list-style-type: none"> • Teachers share planning formats • Agree on essential planning elements 	AP Linked to target area		End of term 1 End of Term 2 End of Term 3	
	Drive the Teacher's Performance Growth Cycle Teaching Council: Professional Growth Cycle	Principal	Team leaders released as required	Ongoing throughout 2022	Mid and End of Yr

	Teachers and Teacher Aides work collaboratively in planning, assessing and teaching The Code of Professional Responsibility (TC): 1	Principal Teachers Teacher Aides		On going throughout 2022	Ongoing
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1.2 Strategic Goal 1: 2022

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)
Strategic Initiative: 1.2 Priorities are placed around Kahui Ako RBL pedagogy Desired Outcome: 1.2 Impact coaching data will show movement to the North East Corner Success Indicators: 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	3x Col Leader day release	Ongoing 2022	
	Impact Coaches to support the implementation of the RBL profile	Within CoL Impact Coaches	PB4L Budget 2x observations per staff	Ongoing 2022	Term 2 & Term 4 PGC Review meetings

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1.3 Strategic Goal 1: 2022

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>Strategic Initiative: 1.3 Implement coherent systems and processes to track learners.</p> <p>Desired Outcome: 1.3 All learner progress is tracked and monitored consistently.</p> <p>Success Indicators: 1.3 Students can explain their learning process</p>	Drive /monitor regularly tracking and monitoring of all learners <ul style="list-style-type: none"> - Establish procedures in team meetings to share evidence - Review moderation processes (maths initially, then literacy) 	Team leaders	Team leaders released as required	Ongoing 2022	
	ITJs & OTJs recorded and progress analysed	Teachers - analysis 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 2022	Mid/End of 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.	SLT Team leaders Hero PLGs	Hero Staff PLD	Term 4	End of Year

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1.4 Strategic Goal 1: 2022

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)
Strategic Initiative: 1.4 Implement coherent systems and processes to track learners Desired Outcome: 1.4 Accurate data is used consistently to inform teacher planning and practice. Success Indicators: 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/Rachel F PLG's	Term 3	
	Teachers to use the 'Learning Progressions' on Hero for assessment, planning, teaching and reporting	SLT Teachers	Hero Professional Development Staff Meetings/TODs	Throughout 2022	
	Target students are identified, monitored and shared regularly in team and staff meetings	SLT Teachers	n/a Hero	Throughout 2022 Team meetings,SLT	

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2.1 Strategic Goal 2: 2022

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>Strategic Initiative: 2.1 All students enjoy and achieve education success that embraces language, culture and identities and our Christian faith</p> <p>Desired Outcome: 2.1 Learning programmes reflect the bicultural heritage of Aotearoa and students' language, culture and identity</p> <p>Success Indicators: 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 2022	
	Create authentic opportunities for whanau to engage in their child's learning (whanaungatanga, kotahitanga)	AP	Cultural Events/Fundraising Budget	Ongoing 2022	
	Develop a simple and effective Communication System	Principal Admin Staff Teachers	Seesaw \$1432 Hero \$ 3900	Ongoing 2022	
	Engage community in learning by hosting relevant and timely celebration events	SLT	Team leaders	Each hub host 1 or two celebrations per year (when in Orange)	

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2.2 Strategic Goal 2: 2022					
Cultures, languages, identities and wellbeing will be nurtured. (Ako)					
Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
Strategic Initiative: 2.2 Priorities are placed around staff and student wellbeing. Desired Outcome: 2.2 Staff and students feel valued and respected. Success Indicators: 2.2 Staff and students report that they feel a strong sense of personal and professional wellbeing	Embed, monitor and review PB4L-SW Practices/Restorative Approach	PB4L Team Lead/Coach	PB4L	Ongoing 2022 Review 2x per term	
	Conduct regular staff and student well-being surveys to	PB4L Team Lead/Coach	PB4L	Ongoing 2022	Mid/End of Year Survey

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2.3 Strategic Goal 2: 2022

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

Strategic Initiatives & Outcomes	Actions:	Responsible:	Budget/resourcing:	By when:	Progress review: (Mid/End of Year)
Strategic Initiative: 2.3 Establish partnerships with Chin community Desired Outcome: 2.3 Collaborative relationship with the Chin community Success Indicators: 2.3 Our school enjoys a strong reciprocal relationship with Chin community	Ensure that the communication system is inclusive of our Chin community	ESOL PLG Principal	ESOL Funding MOE Funding-Stoke Cluster Achievement for Former Refugee	Term 1 Term 3	Term 1 Term 2 Term 3 Term 4
	Develop and implement an engaging and culturally responsive ESOL Programme	ESOL PLG TEAM LEAD	Teacher Salary .2 FTTE TALL PD	Throughout 2022	Term 1 Term 4

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3.1 Strategic Goal 3: 2022

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)
Strategic Initiative: 3.1 Develop a curriculum that provides opportunities for students to engage in authentic problem solving and inquiry-based learning Desired Outcome: 3.1 Students are engaged in deep learning across the curriculum. Success Indicators: 3.1 All learners are contributors in a STEAM curriculum that transfers across curriculum areas.	Review and develop local NCA Curriculum	SLT & Principal	MOE Curriculum Advisor	Ongoing 2022	End of Term 2 End of Term 4
	Teachers to embed Level 1 of the NZ Digital Technologies Curriculum by upskilling and integration across all learning areas	AP/ Hub Leaders	3ML.NZ PLD Marilyn	Ongoing 2022	Midyear End of year

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Annual Targets

Achievement Target 1 Learning Maths 2022

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.

Target cohort/s to be identified based on EOY data 2021

Based on the Whole School 2021 End of year data in Numeracy

Year 7 (2022) 75% students will achieve at the expected curriculum level

Year 4, Year 6 (2022) 75% students will achieve at the expected curriculum level.

75% of **Māori & Pasifika** students will achieve @ or above their curriculum level

Baseline data: 2021

Whole school data 2021

At or Above - 70%

Below/Well Below 30%

35% **Māori** students working at or above their expected curriculum level

56% **Pasifika** students working at or above their curriculum level

Year 3 2021 Boys and Girls

44% achieved at or above

Year 5 2021 Boys and Girls

50% achieved at or above

Year 6 2021 Boys and Girls

25 % achieved at or above

Key improvement strategy: What?	When	Who	Expected outcomes
Unit holder leads Assessment for Learning across the school	T1-4	SLT Cognition 30 hrs 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 Cognition 30 hrs 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) PLD facilitator Cognition Education	T1-3 T1	Unit holder & SLT Cognition	
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 2022

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 Writing.

Target cohort/s as identified based on EOY data 2021

Based on the Whole School 2021 End of year data in Writing

Year 6 (2022) 80% of students will achieve at or above in Writing

Year 7 (2022) 80% of students will achieve at or above in Writing

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

Baseline data 2021:

Writing

Baseline data EOY 2021

Whole School : 68% Writing At or Above

Year 5 38% Boys and Girls achieved at or above the expected curriculum level

Year 6 46% Boys and Girls achieved at or above the expected curriculum level

47% Māori students were working at or above the expected curriculum level

67% Pasifika students were working at or above the expected curriculum level

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	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 2022

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.

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.

Due to Covid restrictions throughout 2021 we will continue this target

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 Whenua Iti 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 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 Staff Review	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

Other 2022 Key Improvement Strategies to Achieve Strategic Vision			
Property (summarised from property plan)	Short Report	Finance	Short Report
Reconfigure JNR kitchen area A2, A3 Admin block replace internal doors Reconfigure sickbay and reception Paint decks with non slip		All MLP's as identified in the Auditor's report 2020 are addressed and systems and controls are in place.	Teachers salaries and notional lease to be added to our annual budget
Personnel	Short Report	Community Engagement	Short Report
Drive PLG Cycle with staff		Strengthen ties within the local community and networks that will benefit the school and lift Manaakitanga and Whanaungatanga	