



Nelson Christian Academy Strategic Plan 2024-2025

Te Mahere Rautauki o Te Kura Karaitiana o Whakatu 2024-2025

Special Character State-Integrated School

Informed by: [Education \(School Planning and Reporting\) Regulations 2023](#)

[Reference Documents:](#)

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

Mission: *To provide an education that integrates faith and learning, helping students to connect with God, develop a holistic understanding of themselves, the world, and their place in it, and equip them to make a positive difference in the world by partnering with God's love.*

Strategic Plan Development Process:

The plan has been developed with reference to the following self-review processes:

1. School development [priorities](#) developed with our ERO Evaluator
2. The [achievement review work](#) of the Student Achievement Function facilitator(SAF) from the Ministry of Education
3. The Special Character Review was completed in 2022 by our Proprietor
4. Local curriculum development work with our Professional Learning Development facilitator
5. English for Speakers of Other Languages Report [2023 ESOL Verification report](#)
6. Community consultation on school [Vision](#) and Values
7. School readiness for implementing [Te Mataiaho](#) and [Common Practice Model](#) and Stoke Kahui Ako Common pathways
8. Staff capacity

NCA Context:

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 is driven by four priorities:

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

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 these 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.

Strategies for giving effect to Te Tiriti o Waitangi (7fi,ii,iii):

At NCA we ensure the cultures, languages, wellbeing and identities of all students are valued and visible. 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 and is active in our Special Character.

We aspire to do this by:

Strengthening our understanding of Te Tiriti o Waitangi and how we can honour the articles of Te Tiriti within our localised curriculum. This will be influenced by mātaurangi - overarching kaupapa of Te Tiriti o Waitangi and its principles. The Localised Curriculum and Te Mātaiaho will support and guide our NCA team to facilitate culturally responsive equitable educational outcomes for Māori and for all ākonga.

We will learn by;

- Enhancing connections with tangata whenua and our local community, be present at Kahui Ako Matariki celebrations, visits to marae, host community consultation sessions/hui's
- Developing culturally responsive practices by embedding the RBL profile, and our Localised Curriculum, which will reflect Aotearoa's cultural diversity and the unique status of Tangata Whenua.
- Closely monitoring the progress and achievement of all Māori learners - ensuring equitable outcomes for Māori. Learners are identified priority target groupings on Hero, and through class analysis documents.
- Providing learning where the wellbeing, identity, language and culture of Māori and non-Māori learners are celebrated and affirmed, by driving culturally responsive practice.
- Strengthening our staff knowledge of Te reo Māori and tikanga Māori through our lead kaiako and Matua, weekly PLD sessions
- Promoting the regular use of Te reo and tikanga school wide.



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Strategic Goal (71b):	Actions (7e,7f): <i>Define one to three high level tangible steps for each strategic goal to inform the annual targets.</i>	Success (7g): <i>Define what you expect to see at the end of two years</i>	NELPS & Relevant Strategies (7di,ii,iii):	Board Primary Objectives (71b):
<p>1.Special Character :</p> <p>To equip staff to implement a consistent expression of the Proprietor Special Character Guidelines across the school in age-appropriate ways, through our integrated curriculum.</p>	<ul style="list-style-type: none"> • PLD : The Proprietor has contracted a Special Character (SC) Coach (two days per term) to support school management in achieving the anticipated outcomes. • SC Coach developing resources and providing PLD to support class programmes. • A staff development programme of 8 hours will be integrated into the PLD culture of the school to support staff in implementing the Guidelines. • All staff include a SC-related outcome as part of their Professional Growth Cycle • Having a staff member appointed with the SC responsibility. • Develop <i>Localised Curriculum</i> that fully integrates with Special Character. 	<ul style="list-style-type: none"> • NLM Special Character Guidelines shape our local curriculum framework. • Special Character PLD of 8 hours per year embedded annually in resourcing. • Special Character goal embedded in teacher PGC. • 7 Core Practices are embedded in SC Culture in each classroom. • The Special Character Framework is intently applied across the school, often integrated into curriculum themes. • Class Formation programmes have structure and variety. • School Curriculum and associated planning documents clearly articulate Special Character expectations, progressions and outcomes using Understand Know Do model. • Consistent age appropriate facilitation of SCG across all levels of the school. 	<p>1. Learners at the Centre</p> <p>2. Quality Teaching and Leadership</p> <p>Other: Te Mataiaho Common Practice Model</p>	<p>Links to Board Primary Objective: (Section 127 Ed. Training Act 2020)</p>
<p>Anticipated Results:</p> <ul style="list-style-type: none"> • Seven Core Practices are evident in all class programmes. • Class Devotions/Formation approaches are reviewed, resourced and supported with PD and Resources • A coherent Schoolwide Special Character content framework is developed and applied across the school. • Special Character Framework is central to our local curriculum and integrated with themes and class Formation Programmes. • Special Character Professional development is well structured and relates directly to implementing the Special Character Guidelines. • Teacher planning clearly captures SC expectations. 				

Strategic Goal : Two	Actions:	Success:	NELPS & Relevant Strategies :	Board Primary Objectives :
<p>2. Teaching and Learning:</p> <p>To effectively capture and use evidence to make well informed decisions that accelerate progress for all learners through our integrated localised curriculum.</p>	<ul style="list-style-type: none"> • Develop our local curriculum so that it connects with students, our Special Character, so that it is unique and is culturally responsive to the priorities, preferences, and issues of our community and when, consistently applied across the school, helps students understand Te Tiriti o Waitangi – its past, present, and future – and helps students to honour Te Tiriti as citizens of Aotearoa • Support our talented students and review how best to include and track cohort progress eg Hero • Review and developing assessment practices to inform differentiated planning and practice - ERO • Ensuring all teachers become accredited RBL Impact coaches. • To further develop and embed school-wide practices and understandings in regard to : <ul style="list-style-type: none"> ○ Formative and Summative assessment ○ Curriculum Integration ○ Inquiry learning ○ Student-centered learning • Develop a clear Vision for a NCA/student profile aligned with SC, Vision and Mission statements through a process of community consultation • Consolidate teacher understandings of how to effectively use the ELLP Pathway record of progress school-wide, support teachers to record student progress and to provide regular PLD sessions for teachers to become confident with using them for the assessment of ELLs. • Build staff expertise to remove barriers to learning and support English Language Learners to access the curriculum successfully. ERO • Differentiated programmes will meet the needs of all students through targeted and deliberate teaching practice based on student assessments. • By strengthening the way we notice, recognise and respond to ākonga learning and progress, drawing on the culturally sustaining teaching and assessment pedagogies of Te Mātaiaho. • Teacher planning model is developed that embeds Special Character, integration, inquiry learning, Tikanga, RBL and differentiation • 2024 Student Attendance 80+ = 95% termly <ul style="list-style-type: none"> ○ Average for the Year 95% 	<ul style="list-style-type: none"> • Student profile developed aligned with our school Vision, Mission, and Values aligned progressions Yrs 0-2, 3-4,5-6; 7-8. • Targets and goals will be co-constructed with students, and power-sharing will enhance a sense of student agency. • Our Māori & Pacific students will be achieving parity. • The student assessment process will be clear and meaningful for staff, students, and whānau. • Schoolwide summative assessment processes and practices will be embedded, consistently applied and moderated • Assessment for Learning practices will be clearly evident in classes and learning contexts • School model for integrating curriculum will be developed and characterise all class programmes • School Inquiry model will be developed and consistently applied at all levels • Differentiation will be clearly evident in all learning contexts • Locus of learning will clearly be student-centred • Teacher planning model is consistently applied at all levels • Our localised curriculum clearly assists students in understanding Te Tiriti o Waitangi – its past, present, and future – and helps them live the Treaty as citizens of Aotearoa. • Special Character Guidelines will be fully integrated with the <i>Localised Curriculum</i>, the student's world, with clear progressions from Years 0 -8 • Pedagogical approaches will be clearly articulated and consistently applied throughout NCA. • Student & Whānau voices are valued and identified as a crucial part to play for students to experience success resulting in motivated, engaged, self-directed learners. • Attendance will be at 95%, closely monitored by the Attendance/Wellbeing Team • Teachers will use assessment information to drive teaching and learning programs, they will know what they are facilitating and why, students will know what they are learning, why and be able to identify their next steps. This will be evident in teacher planning and student voice. • All teachers will be accredited RBL Impact Coaches. 	<p>1: Learners at the centre – Learners with their whānau are at the centre of education</p> <p>2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner</p> <p>3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau</p> <p>Other: Te Mataiaho Common Practice Model Te Marautanga o Aotearoa</p>	<p>1.(a) every student at the school is able to attain their highest possible standard in educational achievement;</p>



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		<ul style="list-style-type: none"> All staff will participate in the annual PGC programme, including SC & RBL goals. 		
Anticipated Results : <ul style="list-style-type: none"> Assessment practices inform differentiated planning and practice. English language learners successfully access the curriculum and experience success as success looks for them. Raised student achievement through targeted and deliberate teaching practice. A schoolwide <i>Localised Curriculum</i> is fully developed with reference to Special Character and Ministry Guidelines with clear progressions from Years 1- 8 The RBL approach is embedded into everyday life within NCA removing barriers to learning for all. School assessment frameworks and expectations inform teacher planning, ensure students know the why and next steps for their learning. Class programmes are student-centred and rigorous in such a way accelerate learning. School Integration and Inquiry models are consistently applied across the school. Teacher planning is consistent across the school and reflects our local curriculum expectations for teaching and learning and assessment. 				
Strategic Goal : Three	Actions:	Success :	NELPS & Relevant Strategies	Board Primary Objectives
3. Curriculum Refresh Plan To develop a three-year implementation plan for the Curriculum Refresh, and related materials and resource staff for progressive adoption into classroom practice intentionally beginning 2026. Develop a curriculum change model that can be progressively implemented from 2026 that meets the requirements of Te Mātaiaho, Common Practice and Te Marautanga o Aotearoa	Management will work through a pre implementation process that <ul style="list-style-type: none"> Review all new curriculum resources and assessment materials with reference to current practice. Produces a three year implementation plan commencing 2026. Align Professional Growth Cycles with this goal Staff will see a straightforward pre implementation programme that progressively builds towards first phase of implementation in 2026 and each year following. 	Management develops a well documented pre change and implementation programme through until the end of 2029 for Curriculum Refresh materials. This document clearly builds on <i>Localised Curriculum</i> development and implementation work of Goals 1 and 2 of the next two years.	1: Learners at the centre – Learners with their whānau are at the centre of education 2: Barrier-free access – Great education opportunities and outcomes are within reach for every learner 3: Quality teaching and leadership – Quality teaching and leadership make the difference for learners and their whānau 4: Future of learning and work – Learning that is relevant to the lives of New Zealanders today and throughout their lives	Links to Board Primary Objective: (Section 127 Ed. Training Act 2020)



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			Other: Te Mataiaho Common Practice Model Te Marautanga o Aotearoa	
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Anticipated Results :

- Management have created a pre-change/implementation programme overview with appropriate resourcing for a staged implementation from the beginning of 2026 through to 2029
- The implementation of Strategic Goals 1 and 2 are not compromised as this pre-change process is worked through with staff and community
- Any introduction of new initiatives related to these documents prior to 2026, will be informal / at teacher discretion unless mandated by Government



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