




New Plymouth Adventist Christian School Annual Implementation Plan 2024

	Our Mission	Educating for Eternity		
	Our Vision	Growing confident children, actively involved in lifelong learning, connected to God and their community.		
	Our Values	G - Growing in Christ R - Respect O - Ownership W - Wisdom Growing together in God	<i>Educating for Eternity</i> 	
Where we are currently at:	<p>Overall we achieved most of our Strategic Goals or they are well underway. Some items we will continue to work on are as follows:-</p> <ul style="list-style-type: none"> ➤ Embedding our positive restorative behaviour management plan in line with IY principals and our school GROW values and our SDA special character. We have almost completed this work and will be ready to present to the School Board and then the school community for further consultation and feedback. ➤ Continuing to develop our Discipleship masterplan for NPACS - Stage one almost complete which included our deep hopes, and a deep dive into what we already do and what we would like to implement. ➤ Leadership roles for Senior Students will be implemented 2024. ➤ We continue to Develop NPACS Curriculum Plan and Local Curriculum in alignment with Te Mātaiaho (curriculum refresh) by becoming familiar with this and the timelines for this and implementing these as due as well as updating the Local Curriculum Plan. ➤ We need to focus on organising authentic extracurricular activities with a service focus. ➤ We continue to develop connections with NewStart gardens, local neighbours and other local organisations which we began in 2023. ➤ Finish off our Enrolment pack which needs updating and refining. 			
How our 2024 Annual Implementation Plan will give effect to Te Tiriti o Waitangi:	<p>Plan:</p> <ul style="list-style-type: none"> To ensure a balance of waiata and Karakia during worship and other times. Start and end the day with karakia. Development of School Discipleship plan to reflect this Achieving equitable outcomes for Māori students. Reporting to Whānau on progress and achievement for Māori All staff to upskill weekly in Te Reo and to use this knowledge in the classroom to upskill students. To work with MAC and other specialists to upskill our Tikanga and Te Reo competency. To find out about the whenua our school sits in. To work towards a school pepa To understand the meanings of our class names and build that story around them. To provide resources needed to the school to ensure programmes and upskilling of Kaiako will occur. Ensure our signage is bilingual. To consult regularly through whānau hui. 			

	Evaluation		
<p>Statement on Teaching and Learning Strategies that are supporting student progress in 2024</p>	<p>All students in the Kākano class do daily phonics and alphabet. They have sounds on letter/ word rings to learn each night and high frequency words. When ready these students will complete the Early words programme. All classes have teacher aide support especially for our ESOL students who may need extra support or clarification to be able to support the curriculum.</p> <p><u>For those who need extra support:</u> We have support programmes such as Talk to Learn, Early Literacy Support, Reading Reading Recovery, Reading and writing booster programmes for those who are identified as needing extra support..</p> <p>Teacher Aide support for ESOL students, identified students who need extra support.</p> <p>SLT works with 2 students for their needs and one is supported with a specialised speech programme daily..</p> <p>RTLB working with neurodiverse students and behaviour students on emotional regulation.</p> <p>Ako mai for students with poor comprehension.</p> <p>Science on the House resource is used in the school and interest in science has improved.</p> <p>Integration across curriculum areas ensures we are getting coverage.</p>		
<p>Targets 2024 Current</p>	<p>Target 1</p> <p style="text-align: center;">Reading</p> <p>To have 50% of year 1 to year 3 students move from below to at or above expected curriculum level of Reading .</p> <p>At the end of 2023 we had a group of year 1/2 students who were below or well below in reading. The majority of these students are Pacifica or English is their second language. There is a group of recent migrants featured in this group which will be supported.</p>	<p>Target 2</p> <p style="text-align: center;">Writing</p> <p>To have 70% of our 1 to year 3 students at or above the expected curriculum level for writing</p> <p>Our focus will be to lift the number of Students who are at expectation to above or well above for writing. At the end of 2023 we had a large group of students at expected level for writing. We will focus on moving these students from at to above the expected curriculum level.</p>	<p>Target 3</p> <p style="text-align: center;">Math</p> <p>To have 60% of ESOL students move from below to at or above curriculum expectation.</p> <p>Maths has been a focus and will continue to be in 2024. We strive to lift students from below to at and those from at to above. ESOL and Pacifica will be a focus.</p>
<p>Evaluation of Targets</p>	<p>Target 1</p>	<p>Target 2</p>	<p>Target 3</p>

2024 ANNUAL IMPLEMENTATION ACTIONS – STRATEGIC GOAL 1

Strategic Goal	1. SPECIAL CHARACTER - TE AHUA TANGA To provide a biblically based and holistic learning environment that encourages the growth of Christian values and beliefs and promotes the overall wellbeing of every child while honouring Te Tiriti O Waitangi.				
Initiatives and Outcomes 2024:	Key Actions	Responsibility,	Resources	Time Frame	Key Outcomes and Success
1.1 Embed a positive, restorative, values-linked behaviour management plan with RTLB support and involving stakeholder input.	<ul style="list-style-type: none"> Embed a positive restorative behaviour management plan in line with IY principals and our school GROW values and our SDA special character and involving stakeholder input. 	RTLB, All staff,	RTLB advice and guidance	Term 1 to finish off Terms 2-4 embed	<ul style="list-style-type: none"> Clear restorative behaviour plan that has no surprises Everyone knows the process and can explain it GROW values are imbedded in it
1.2 Embed our mission, vision and values in planning, teaching and learning	<ul style="list-style-type: none"> Embed SDA Christian practice throughout the daily programmes in line with our Adventist special character including daily teaching of Encounter Programme, daily staff worship and class and school wide worship. Maintain effective teacher pedagogy qualities that are Holy Spirit led, safe and nurturing and inline with SDA values. 	All staff -	Sarita Butler- SDA Associate Director of Adventist Education- Encounter Curriculum Specialist NP SDA Church Pastor Gaylia Ellis Staff advisor Encounter online programme	Term 1- meeting with other SDA school staff to work on finishing stage 1 of the Discipleship plan Terms 2-4 part 2 Continue to refine GROW values and related bible verses.	<ul style="list-style-type: none"> A developed discipleship master plan relevant to our school Encounter continues to develop and become part of our planning and reporting
1.3 Developing a discipleship pathway that will be used schoolwide to guide our special character.	<ul style="list-style-type: none"> Students participate in service opportunities in local and wider community Implement leadership roles for senior students. Students are consulted and feel pride and ownership for their school. Develop and support cultural expression within the framework of our special character. and the discipleship masterplan. 	Staff and Students	NPSDA Pastor Judy/ Merryn Students Sarita Butler	Term 1-4	<ul style="list-style-type: none"> To know our immediate neighbours and be involved in acts of service for them Senior School students (ĀKONA) have the opportunity to apply for leadership roles to use opportunities such as WOW, Kapa Haka, Assemblies, Chapel to support our Special character. To introduce GROW value certificates to focus on our values.
Monitoring and Evaluation of 2024 Initiatives					

2024 ANNUAL IMPLEMENTATION ACTIONS – STRATEGIC GOAL 2

Strategic Goal 2	CURRICULUM - AKO Learn through a refreshed, rich local curriculum. Grow our knowledge of Te Ao Māori				
Initiatives and Outcomes 2024:	Key Actions	Responsibility,	Resources	Time Frame	Key Outcomes and Success
2.1 Develop NPACS Curriculum Plan and Local Curriculum in alignment with Te Mātaiaho (curriculum refresh)	<ul style="list-style-type: none"> ➤ To continue to use all the resources provided and Ministry provided , Use Teacher only days and staff meetings to engage with the Te Mātahiaho (Curriculum framework) to develop NPACS Curriculum Plan and Local Curriculum in line with this. ➤ Utilise internal/ external expertise to strengthen teaching and learning - (Melisa McEwen-Shepherd from Sharp Kinae assessment for learning and Local curriculum) 	All teaching Staff	MOE resources Melisa McEwen-Shepherd from Sharp Kinae to lead Mathematics and NZ Histories with cluster schools	Terms 1-4	<ul style="list-style-type: none"> ● Aotearoa Histories in local curriculum ● Links made to Te Mātahiaho resource bank ● Knowledge and practise strengthened through PLD with Melisa ● Shared understandings across cluster group with links to Faith based Schools and the NZ curriculum
2.2 Learn through a refreshed, rich local curriculum	<ul style="list-style-type: none"> ➤ To use support resources for Social Sciences including Aotearoa New Zealand Histories Curriculum -Identify areas already catered for and areas of growth ➤ Participate in TO days and training days with Cluster group for NZ histories and Local curriculum Plan and teach from The Social Sciences and ANZH on a local topic ➤ Update our local curriculum plan for NZ Histories ➤ Increase cultural capability of all staff. ➤ To become familiar with the refreshed Math and English Curriculum/ Identify areas already catered for and areas of growth ➤ Identify what needs to be altered, added or deleted from our current local Maths and English curriculum 	All teaching Staff Judy NZ Histories Merryn Maths Taryn English	Melisa McEwen-Shepherd Cluster Group Own Staff Knowledge MOE resources	Terms 1-4	<ul style="list-style-type: none"> ● Participate in TO days and training days with Cluster group for NZ histories and Local curriculum ● Update local curriculum for NZ histories ● Begin to update for math and English ● Staff continue with maths curriculum PD ● Review and update Local Curriculum
2.3 Grow our knowledge of Te Ao Māori	<ul style="list-style-type: none"> ● To build knowledge, tikanga and te ao Maori by increasing staff and student capability and knowledge of te reo kupu and phrases and to use them in everyday, throughout the day ● To work with MAC (Maori Achievement Collaborative) coordinator- Damon Ritai to build knowledge tikanga Māori and te ao Maori 	All teaching Staff and support staff who are interested		Terms 1-4	<ul style="list-style-type: none"> ● Increase of teacher capability in tikanga Māori and te ao Māori ● to have phrases and kupu of the week as focus school wide ● to develop our Maori language strategy ● share karakia ● develop as our Te Reo Māori language strategy. ● To develop a school pepeha ● to know the history of the whenua we sit within
Monitoring and Evaluation of 2024 Initiatives					

2024 ANNUAL IMPLEMENTATION ACTIONS – STRATEGIC GOAL 3

Strategic Goal 3	GOVERNANCE AND MANAGEMENT - RANGATIRATANGA				
	To foster school growth through effective governance and management with a strategic focus on planning and evaluation for improvement.				
Initiatives and Outcomes 2024:	Key Actions	Responsibility	Resources	Time Frame	Key Outcomes and Success
3.1 Continue to implement changes in relation to the school planning and reporting requirements. (including references to Te Mātaiaho and the priorities from The Education and Training Act and the National Education Learning Priorities (NELP))	<ul style="list-style-type: none"> ➤ To understand what the objectives of the NELP (National Education and Learning Priorities) are. ➤ To ensure strategic goals align with these. ➤ Implement changes in school planning and reporting documentation and legislative requirements ➤ To utilise curriculum refresh to overview resources 	Principal School Board	MOE NELP guide MOE changes in legislation MOE Curriculum refresh	Term 2 Strategic plan on Website with Link to MOE and SDA Ongoing changes as new curriculum is implemented	<ul style="list-style-type: none"> ● Know about changes to curriculum - NZ Histories, Math, English ● Strategic goals align with with NELPS
3.2 Build a broad base of community support.	<ul style="list-style-type: none"> ➤ Through a variety of methods gather community (whānau, hapū, iwi, parents, families and the wider faith community), voice to inform school planning and reporting/ curriculum opportunities for improvement. (Health Consultation) ➤ Use School Docs for policies and procedures. ➤ Continue to develop connection and belonging by fostering partnerships between the families, staff and wider community ➤ School planning documents are aligned with improvements reflecting stakeholder consultation. 	Principal School Board Proprietors	SchoolDocs	School Docs -Term 2 set up Term 3 Health consultation	<ul style="list-style-type: none"> ● Up to date policy and procedures that are reviewed and new policy changes updated as they happen through School Docs ● Termly events planned for and in calendar ● Health consultation completed ● Consultation for the development of the leavers profile ● To make contact with our neighbours/ the SDA Church, community garden people and Land Based training to build positive relationships with them. ● Holding termly gatherings to strengthen school and local community relationships.
3.3 Develop educational, spiritual, physical and social needs of students focusing on student wellbeing	<ul style="list-style-type: none"> ● Act on findings from information gathered this year. ➤ Embed Termly family events to promote community ➤ Needs of students have been identified and catered for ➤ To update playground to be safe 	Principal School Board	Andrew Georgeson- AGC Property services. MOE Funding Toi Foundation funding	Term 1 Playground Toi funding for literacy project Term 2 Toi for annual funding	<ul style="list-style-type: none"> ● Refreshed playground (with finances available) ● Literacy boost programme for our 0-2 students ● Further reading resources purchased to support increasing roll growth through annual grants.

Monitoring and Evaluation of 2024 Initiatives	
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2024 ANNUAL IMPLEMENTATION ACTIONS – STRATEGIC GOAL 4

Strategic Goal	COMMUNITY - IWI WHAANUI To foster effective partnerships through engaging with family, whānau and our local and wider community.				
Initiatives and Outcomes 2024:	Key Actions	Responsibility	Resources	Time Frame	Key Outcomes and Success
4.1 Strengthen meaningful educational connections, communication and relationships with whānau, hapū, iwi parents, families and SDA church community	➤ To Report to the Māori community on their tamariki's progress through whānau hui twice a year or as needed.	Principal and whānau	Principal	Twice a year formally. Informal opportunities to be taken as they present themselves.	<ul style="list-style-type: none"> • Build positive relationships with our whānau so they feel comfortable about sharing aspirations with us and also to make links to the wider iwi, hapū for support • Understand the progress they are making. To celebrate success and have a shared plan for supporting their tamariki
4.2 Maintain and evaluate opportunities for students to purposefully connect with the local and wider community opportunities	➤ To foster meaningful connections, communication and relationships with whānau, hapū, and iwi through parents and other community connections.	School Board School staff	Principal Teachers School Board	Termly	<ul style="list-style-type: none"> • Termly School Board event to strengthen our school whānau relationships. • To know our neighbours and begin to build a positive relationship with them.
	➤ Foster meaningful educational connections, communication and relationships with whānau, hapū, iwi parents, families and SDA church community and wider Christian Community.		Principal Pastor Connections to other Christian Communities		<ul style="list-style-type: none"> • Events run through our fundraising committee • Events such as picnics, bake offs etc that involve the community coming together socially • Neighbours day
	➤ Monitor absences and put in measures to avoid chronic absenteeism.		Principal		<ul style="list-style-type: none"> • Monitor absences monthly looking for trends and patterns • Resource parents so they can get their child to school regularly
Monitoring and Evaluation of 2024 Initiatives					

CORE SUCCESSFUL PRACTICES – OUR BUSINESS AS USUAL

The Statement of National Education and Learning Priorities (NELP)	Objective 1 Learners at the Centre	Objective 2 Barrier Free Access	Objective 3 Quality Teaching and Leadership	Objective 4 Future of Learning and Work
<p>Vision for Education Whakamaua te pae tata kia tina—Take hold of your potential so it becomes your reality ... We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons. Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters. Whaia te pae tawhiti kia tata—Explore beyond the distant horizon and draw it near!</p>	<p>Learners with their whānau are at the centre of education 1 Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 2 Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</p>	<p>Great education opportunities and outcomes are within reach for every learner 3 Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs 4 Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</p>	<p>Quality teaching and leadership make the difference for learners and their whanau 5 Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning 6 Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.</p>	<p>Learning that is relevant to the lives of New Zealanders today and throughout their lives 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</p>
<p>Quality Annual Practices at NPACS to Support our Vision, Values and Quality Teaching and Learning</p>	<ul style="list-style-type: none"> ● Values based behaviour management plan ● Duolingo in senior class ● Regular student goal setting and reflection ● Whānau Hui ● Pacifica hui ● Information nights for new immigrants 2024 ● Wellbeing surveys ● where do I come from wall - further development 2024 ● Community events 	<ul style="list-style-type: none"> ● priority learners identified, tracked and programmes put in place. ● extra resources for years 0-2 area to boost needs in literacy, (All students doing phonics, programmes available through teacher aides and specialist teachers include- talk to learn, Ako mai, early words, extra phonic and alphabet work for those who need it, reading recovery and early literacy support. ● Science in a box ● RTLB Support for learning, behaviour and social and emotional coaching ● E Pr08 	<ul style="list-style-type: none"> ● PD Melisa develop local curriculum ● TOD new curriculum development ● Daily review and opportunity within class to practice the word or phrase of the week and use it throughout the day in our programmes 	<ul style="list-style-type: none"> ● Careers Expo ● Technology classes