



Nelson College for Girls’ Te Kura Tamawāhine o Whakatū

Charter 2023



Strategic Overview

Our Vision

Kia whakaakona, kia whakamanatia, kia whāngaia ia ākonga, kia tū maia rātou i roto i tō rātou ake ao

To educate, empower and nurture each student so they can confidently succeed in their world.

To achieve equity and excellence for all of our ākonga, we must work together to ensure each student feels they belong within the learning environment we provide.

Our Values

Learning Values		Social Values	
Relational	Working with others	P	Positivity
Reflective	Planning, reworking	R	Respect
Resilient	Persevering	I	Integrity
Resourceful	Questioning, making links	D	Diversity
Learning to Learn		E	Empathy

Our Motto

School Motto		
Pietas; Loyalty; Pūmau	Probitas; Honesty; Pono	Sapientia; Wisdom; Pūmahara



Strategic Goals

Our Strategic Goals will help us to achieve our vision and values and develop a culture that encourages our staff and students to be the very best they can be.

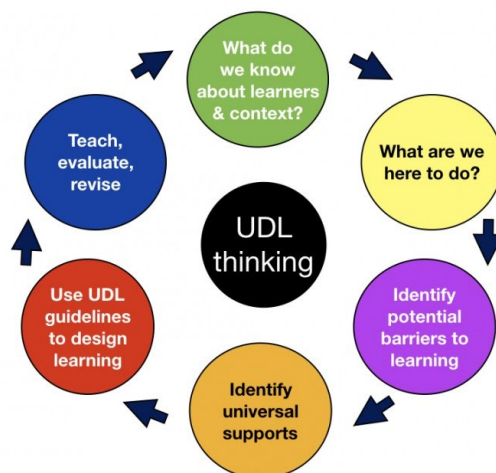
To enhance mauri ora of our ākonga and kaiako

To strengthen staff capabilities to support ākonga to reach their potential.

To partner with our whānau and community to enhance ākonga success.

Overarching everything we do, we will also ensure that we take into account the Universal Design for Learning

Universal Design for Learning (UDL) underpins each of the annual objectives below. UDL is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed. It is a framework for guiding educational practice.



Strategic plan – 3 year plan - The following details the plans for the bringing to life the vision and strategic goals of Nelson College for Girls over the next 3 years.

		2023 Annual Objectives Universal Design for Learning	2024 Annual Objectives Universal Design for Learning	2025 Annual Objectives Universal Design for Learning
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Nelson College for Girls is committed to working collaboratively to contribute to the Strategic Goals and Wellbeing and Achievement Challenges of the Whakātu Kahui Ako. </p>	<p>Strategic Goal 1 – To enhance mauri ora of our ākonga, kaiako.</p>	<p>Objective 1 - Inclusivity 1.1 Develop our understanding of Te Tiriti o Waitangi and its impact on our practice. 1.2 Continue to work proactively on developing culturally responsive practices within our kura 1.3 Develop practices to ensure that ākonga will have a complete sense of mauri ora; their wellbeing is nurtured and able to flourish.</p> <p>Objective 2 – Mentoring 2.1 Support all staff to develop the kete of strategies and tools for mentoring. 2.2 Continue to empower staff to begin to track individuals, differentiate programmes of learning and to mentor as kaiārahi.</p>	<p>Objective 1 – Inclusivity 1.1 To further develop our understanding of Te Tiriti o Waitangi and its impact on our practice. 1.2 Implement culturally responsive practices within our kura 1.3 Further develop practices that ensure the complete sense of mauri ora of our ākonga; so that their wellbeing is nurtured and able to flourish.</p> <p>Objective 2 – Mentoring 2.1 Support all staff to implement the kete of strategies and tools for mentoring. 2.2 Implement the means to track individuals, differentiate programmes of learning and to mentor as kaiārahi.</p>	<p>Objective 1 - Inclusivity 1.1 To embed our understanding of Te Tiriti o Waitangi and its impact on our practice. 1.2 Embed culturally responsive practices within our kura 1.3 Embed practices that ensure the complete sense of mauri ora of ākonga; so that their wellbeing is nurtured and able to flourish.</p> <p>Objective 2 – Mentoring 2.1 Staff will embed the kete of strategies and tools for mentoring. 2.2 Embed the means to track individuals, differentiate programmes of learning and to mentor as kaiārahi.</p>
	<p>Strategic Goal 2 – To strengthen staff capabilities to support ākonga to reach their potential.</p>	<p>Objective 3 – Evaluative Capability 3.1 Utilise tools and strategies to assist Learning Areas to develop greater evaluative capability. Continue to use the matrix of evaluative capability progressions to measure progress of staff in developing these skills. 3.2 Embed staff understanding and skills of digital fluency.</p>	<p>Objective 3 – Evaluative Capability 3.1 Strengthen the use of evaluative capability tools and strategies in all Learning Areas. Continue to use the matrix of evaluative capability progressions to measure progress of staff in developing these skills. 3.2 Further embed staff understanding and skills of digital fluency.</p>	<p>Objective 3 – Evaluative Capability 3.1 Embed the use of evaluative capability tools and strategies in all Learning Areas. Use the matrix of evaluative capability progressions to measure progress of staff in developing these skills. 3.2 Further embed staff understanding and skills of digital fluency.</p>

	<p>Strategic Goal 3 - To partner with our whānau and community to enhance ākonga success.</p>	<p>Objective 4 – Community partnerships</p> <p>4.1 Continue to develop the use of strengths and resources of our local community to enhance our local curriculum.</p> <p>4.2 Further strengthen whānau engagement with school relating to the progress of ākonga.</p>	<p>Objective 4 – Community partnerships</p> <p>4.1 Further develop the use of strengths and resources of our local community to further enhance our local curriculum.</p> <p>4.2 Maximise the engagement of whanau with school relating to the progress of ākonga.</p>	<p>Objective 4 – Community partnerships</p> <p>4.1 Fully utilise the strengths and resources of our local community to enhance our local curriculum.</p> <p>4.2 Embed the engagement of whānau with school relating to the progress of ākonga.</p>
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**NELSON COLLEGE
FOR GIRLS**

Te Kura Tamawāhine o Whakatū

Annual section

Annual Objectives and Targets with Action Plans 2023





To achieve equity and excellence for all of our ākonga, we must work together to ensure each student feels they belong within the learning environment we provide.

2023 annual objectives

Objective 1 – Inclusivity (relates to Strategic Goal 1)

- 1.1 Develop our understanding of Te Tiriti o Waitangi and its impact on our practice.
- 1.2 Continue to work proactively on developing culturally responsive practices within Nelson College for Girls.
- 1.3 Develop practices to ensure that ākonga will have a complete sense of mauri ora; their wellbeing is nurtured and able to flourish.

Objective 2 – Mentoring (relates to Strategic Goal 1)

- 2.1 Support all staff to develop the kete of strategies and tools for mentoring.
- 2.2 Continue to empower staff to begin to track individuals, differentiate programmes of learning and to mentor as kaiārahi.

Objective 3 – Evaluative Capability and Digital Fluency (relates to Strategic Goal 2)

- 3.1 Utilise tools and strategies to assist Learning Areas to develop greater evaluative capability. Continue to use the matrix of evaluative capability progressions to measure progress of staff in developing these skills.
- 3.2 Embed staff understanding and skills of digital fluency.

Objective 4 – Community partnerships (relates to Strategic Goal 3)

- 4.1 Continue to develop the use of strengths and resources of our local community to enhance our local curriculum.
- 4.2 Further strengthen whānau engagement with school relating to the progress of ākonga



2023 annual targets (students to be referred to as Focus Students)

Target 1 – Attendance – Year 10

Target 2 – Year 13 Māori and Pasifika students

Target 3 – Literacy - Year 9 targeted students



**Strategic Goal 1 – To enhance mauri ora of our ākonga and kaiako
Annual Objective 1 - Inclusivity**

Specific Actions	Responsibility	Resources	Timeframe	Expected Outcome
1.1 Te Tiriti o Waitangi - To develop our understanding of Te Tiriti o Waitangi and its impact on our practice.				
Te Hurihanganui staff PLD on the Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu matrix to further develop local curriculum practice.	DR	Support from outside facilitators	Terms 1-2	Training with whole staff on staff only day in May and HOLAs with Te Hurihanganui facilitators.
Staff engage with Professional Learning Groups in Term 2; local histories, Te Reo, Blended Learning, NZ history curriculum	RG		5 sessions in Term 2 Outside facilitators	Groups present back to staff on learning. Teachers able to articulate learning using cultural matrix
Te Hurihanganui student group to engage in Blended Learning, with support from staff and Te Hurihanganui facilitators	RG, DR	CR to lead group	Terms 1-4	Group meets throughout year, feedback of student voice is listened to, and actioned, as it arises.
1.2 Continue to work proactively on developing culturally responsive practices within Nelson College for Girls.				
Engaging with Relationships First programme - staff PLD to improve the use of effective relational practices and pedagogies in the classroom - intended to increase equity in education. (Teaching to the North-East)	MZ	PLD time Guiding Coalition group Data gathered – attendance, retention, engagement, achievement	All year	Introduce pedagogical practices school- wide to improve educational outcomes. Use student voice / data to evaluate the implementation. HOLA – use of Impact Coaching classroom observations with staff as part of PGC.
Increase knowledge of Waiata and Haka across student body and staff.	RG, DR,	Support from MU and Kapa Haka students	Terms 1-4	School events see wider student participation in haka and waiata
1.3 Develop practices to ensure that ākonga have a complete sense of mauri ora; their wellbeing is nurtured and able to flourish				
Continue to embed ākonga voice into our ārahi programme via “What about me” survey results /Wellbeing Committee initiatives led by student WellBeing leaders	JB, SL	Ākonga voice	Term 1-4	Use of the school calendar to share activities and learning opportunities at ārahi time and support of the WellBeing committee initiatives with regular meetings.
Continue to provide activities following past success with Zumba	JB/SL	PFA funding	Term 3	To see regular attendance in the hall each session and regular updates on our NCG social media.



Monitoring and data gathering:

- Professional Growth Cycle – classroom observations – Impact Coach feedback on relational practice
- Relationships First – student voice gathered
- Teacher reflection on cultural matrix



**Strategic Goal 1 – To enhance mauri ora of our ākonga, kaiako.
Annual Objective 2 - Mentoring**

Specific Actions	Responsibility	Resources	Timeframe	Expected Outcome
2.1 Support all staff to implement the kete of strategies and tools for mentoring				
Continue to support staff with mentoring resources for ārahi that reflect our NCG values, Wellbeing research and our ākonga needs.	JB/SL	My Mahi lessons NCG Calendar NCG Mentoring Team	Terms 1-4	Positive Staff feedback, increased use of staff Outlook calendar for resources
Work closely with the Learning to Learn committee	JB/SL	Time	Terms 1-4	Collaboration with staff to support the NCG Learning Values using ārahi time as a platform to share with tamariki
Continue to support staff through upskilling in the use of Kamar to extract relevant and timely data	SM	One Note “Working with Kamar” Staff ‘opt-in’ sessions to learn/ refresh	Terms 1 - 4	Increased staff confidence in knowing what to look for, when, and how to find data to support learning conversations.
2.2 Empower staff to begin to track individuals, differentiate programmes of learning and to mentor as kaiārahi				
Provide staff with supporting documentation based on their suggestions/input from PLD 2022, to use during learning Conferences and arāhi WellBeing and Learning check- ins.	JB/SL	WellBeing and Learning Bookmarks Supporting help sheet	Terms 1-4	To have all staff use this resource in a term 1 pilot. Reflect, review and amend as required for future terms.
Use the Outlook calendar to give timely reminders of the type(s) of data that would be useful for tracking purposes at various stages of the year	SM	One Note “Working with Kamar” Term planner Calendar	Terms 1-4	Closer tracking of individuals leading to timely interventions/ congratulations. More pastoral notes from teachers related to the use of data and tracking.
Track individuals and differentiate programmes	HOLAs, teaching staff SENCO LSC	Resources, teaching programmes	All year	Staff use teaching and learning data to modify and differentiate teaching programmes to meet the wide range of needs within the classroom.



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Monitoring and data gathering:

- Staff surveys and student voice on mentoring programme – use of Outlook calendar, data use
- PGC information on differentiation of programmes



Strategic Goal 2 – To strengthen staff capabilities to support ākonga to reach their potential.

Annual Objective 3 - Evaluative Capability and Digital Fluency

Specific Actions	Responsibility	Resources	Timeframe	Expected Outcome
3.1 Utilise tools and strategies to assist Learning Areas to develop greater evaluative capability. Use the matrix of evaluative capability progressions to measure progress of staff in developing these skills.				
Support staff in using the EC matrices to develop their evaluative capabilities as part of their professional growth cycle	MZ, HN	Time	All year	Staff understanding of Evaluative Capabilities is further developed
Help key staff to easily access data for 'at risk' students and supply snapshot data regarding; Deans/SLT : attendance strategy SLT : Focus students AP Pastoral : Core class meetings	HN	Time	All Year Wk 5 & 10 of each term	Key staff will be able to track at risk students throughout the year
Work alongside HOLA's with their Literacy projects, helping them to develop their evaluative capability and to make evidence-based decisions	MZ, HN	Time	All Year	Monitor the use of cross-curricular literacy strategies within the junior school, and track student progress.
HOLAs ensure Learning areas use literacy tools in all curriculum areas to enhance student progress.	HOLAs		All Year	Develop staff capabilities in terms of assessing literacy outcomes within aspects of their curriculum. Use data to effect further development.
3.2 Continue to develop staff understanding and skills of digital fluency				
STEM Days in Term 1	MZ	Time	Start Term 1	Offered to all Yr 7 and 9 students to introduce new students to the digital environment and enhance their digital literacy.
Provide PLD opportunities – 'Tuesday morning tasters' and contracted presenters to enhance staff capabilities eg. Teams PLD, live reporting using Kamar	MZ UTB Presenters			Staff are offered a variety of differentiated and timely workshops to meet their needs and improve their capabilities.
Monitoring and data gathering:				
<ul style="list-style-type: none"> • Learning Area use of the Evaluative Capabilities matrix to show growth and development • Student data / student voice – use of cross curricular literacy strategies • Classroom observations and Impact Coach feedback on use of literacy strategies • Attendance data 				



Strategic Goal 3 – To partner with our whānau and community to enhance ākonga success.

Annual Objective 4 - Community partnerships

Specific Actions	Responsibility	Resources	Timeframe	Expected Outcome
4.1 Utilise the strengths and resources of our local community to enhance our local curriculum				
Develop relationships with local iwi, and explore opportunities where iwi could lead on staff PLD and/or classes.	RG, DR	Local iwi	All year	Sustainable, mana-enhancing working relationships are developed with local iwi
Aotearoa NZ Histories – implement in Years 9 and 10 and continue to develop local iwi collaboration	BI, MN	Iwi, curriculum document resources	All year	Curriculum document implemented in Years 9 and 10.
Further development of Te Rumaki Whakatū – engagement with whanau to develop the programme to further meet the needs of Year 9 and 10 Māori students. Continued dialogue with NC to collaborate on this mahi.	MU, DR		All year	Programme for Year 9 and 10 students. Collaboration with NC Māori medium class.
4.2 Strengthen whānau engagement with school relating to the progress of ākonga				
Student led Te Hurihanganui community event	RG, CR, DR, student group	Venue and outside facilitators	Term 2	Whanau voice is listened to and acted upon. Stronger connections are created between whānau and NCG.
Live reporting implemented for all staff	DR	Kamar	All year	Up to date, real-time reporting of progress and results is embedded in our practice, with further innovation possible.
NCG Graduate Profile	CR Team			The NCG profile is established and shows development across year 9 to 13.
<p>Monitoring and data gathering:</p> <ul style="list-style-type: none"> • Aotearoa NZ Histories implementation – Learning Area documentation • Whānau feedback on live reporting • Graduate profile updated and shared with kahui ako 				



Student Achievement Target 1

Strategic Goal	Strategic goals 1, 2 & 3
Rationale	Poor attendance is a key contributor to lower educational outcomes and makes a significant impact on students' achievement at NCEA Level 1. Building patterns of improved attendance in Years 9 and 10 should improve attendance habits in the senior school. Of the students who did not gain Level 1 in 2022, poor attendance was a significant factor.
Target	Monitor all attendance, but focus particularly on Year 10 students who had poor attendance in Year 9. Raise overall attendance in Year 10 to over 90%.
Baseline Data	In 2021, the attendance rate for Year 10 at the end of the year was 90.9%. In 2022, this rate dropped to 87.3%, with a significant increase in unjustified absence. Our aim is to ensure that this cohort improves their Year 9 attendance of 87.3% to over 90%.

Specific actions	Responsibility	Timeframe	Resources	Comments
Identify the at-risk Year 10 students based on 2022 Year 9 attendance data and transition data for new students. Kamar – students - profile - support	HY	Term 1	Kamar data	Students in Year 10 are identified for monitoring.
Share focus students with Deans and kaiārahi to ensure a consistent approach to attendance.	HY, Deans	Term 1	Time	Kaiārahi monitor data weekly
Ensure there is contact with whānau of focus students during the year to improve relationships and attendance.	Kaiārahi	All year	Time Ārahi time	Kaiārahi alert whānau and Deans to issues. Week 5 and week 9 actions.
Regular Dean's attendance checks of focus students – share with SLT in weekly meetings.	Deans, SLT	All year	Kamar data	Specific actions are discussed and implemented.
Deans proactively monitor KAMAR – kaiārahi interactions with whānau. Discuss with kaiārahi when needed.	Deans	All year	Kamar data	Schoolwide approach to addressing attendance concerns.
Utilise individualised strategies to improve attendance for students who do not meet the 90% target – eg. ILPs, Aroha Kotahi programme, attendance checks ...	Deans, kaiārahi	All year	Kete of strategies	Individual students with poor attendance are helped individually to make improvements.
Follow the 2023 Attendance Interventions protocol – juniors.	Deans, kaiārahi, SLT	All year	Attendance Interventions protocol	Protocol is followed to ensure consistent interventions for all Year 10, including focus students.



Student Achievement Target 2

Strategic Goal	Strategic goals 1,2 & 3
Rationale	While there has been improvement in the percentage of Māori students achieving NCEA qualifications, this is still below the NCG percentage for all students at each year level. Of significance is the number of Māori and Pasifika students who gain Not Submitted or are absent for assessment activities and those who are still working towards an NCEA certificate at a lower level than their cohort. Closer mentoring of students in Year 13 is needed to ensure students are working towards an appropriate and individualised goal, with timely interventions when required.
Target	Year 13 Māori and Pasifika ākonga.
Baseline Data	Although Māori and Pasifika NCEA achievement is lower than their year level cohort, the percentage difference becomes greater as they move through the school. For example, in 2022 Māori NCEA level 3 achievement is 19% lower than their cohort and University Entrance is 30% lower than the cohort. The data does not take into account students who are working toward different academic outcomes, so closer mentoring is required.

Specifications	Responsibility	Timeframe	Resources	Comments
Identify all Māori and Pasifika students in Year 13, 2023 Kamar – students - profile - support	MZ	Term 1	Kamar data	Students are identified.
Identify students within the group who have a previous pattern of not submitting assessment work or gaining Not Achieved for standards to try to ensure this pattern does not repeat.	SLT	Term 1	Kamar data	Information about each student's academic past is identified.
Ensure subject teachers, Deans and kaiārahi are aware of the focus group.	SLT	Term 1	Kamar data	Staff in all subject areas, and Deans are aware of focus group.
Interview each student to ascertain their academic goals for the year and ensure they are enrolled in a course that enables them to meet their goal(s).	Kaiārahi	Term 1	Student and whānau voice, Kamar data	Utilise Term 1 Learning conferences to ensure subjects and goals are appropriate.
Monitor attendance using strategies outlined in Target 1.	Kaiārahi, Dean	All year	Kamar data Ārahi time	Kaiārahi monitor data weekly. Strategies are utilised to improve attendance where required.
Track the progress of the group by using academic mentoring tools – in ārahi time and by subject teachers. Varying strategies will be used for different individuals.	Kaiārahi, Dean	All year	Kamar data Ārahi time	Kaiārahi monitor progress. Liaise with subject teachers/Dean.



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Mentor students who are falling behind in their achievement.	Kaiārahi, Deans	All year	Kamar data, academic mentors	Academic mentoring is sought for students who require it – Academic committee, subject teachers.
Careers staff mentor students to ensure their pathway beyond school is understood and accessible.	MC	All year	Time	Year 13 focus students are aware of how to follow their pathway – entry requirements, applications ...



Student Achievement Target 3

Strategic Goal	Strategic goals 1, 2 & 3
Rationale	From 2024, Literacy will become a mandatory co-requisite to NCEA. The standard will be levelled at Level 4/5 of the National Curriculum and will assess both reading and writing. NCEA foundational literacy is aimed to develop a level of literacy knowledge and skills to engage successfully with all learning areas of the NZC.
Target	The target will be a group of Year 9 students whose literacy skills are currently below cohort and, without intervention, may remain below cohort in Years 9 and 10 leading into NCEA Level 1 and the new mandatory literacy requirement.
Baseline Data	Easttle – Year 9 students below Level 4B in February and 4P in November Reading easttle testing – In February, 52 students scored Level 3A or lower in testing (34% of the cohort). In November, this number/percentage scoring lower than 4A (4P is the natural progression for students scoring 3A in February) was 48 students (32% of the cohort.) This data suggests that targeted intervention is required to accelerate reading achievement of students sitting slightly below the required level for their year.

Specifications	Responsibility	Timeframe	Resources	Comments
Easttle reading test all Year 9 students during the first 6 weeks of Term 1.	LSC	Term 1	Easttle LSC time Computer labs	All Year 9 students complete an easttle reading test to ascertain their reading abilities.
Identify all students sitting just below the appropriate level for Year 9 – Level 3A (and 3P – dependent upon data) Kamar – students - profile - support	MW	Term 1	Easttle data	Students are identified. Data is used to ascertain the size of the focus group.
Ensure all staff teaching the identified students are aware of their reading literacy score and abilities.	MW	Term 1	Kamar	Staff in all subject areas, and Deans are aware of the focus group.
Utilise targeted funding to provide additional mentoring literacy for the group to accelerate achievement.	Contracted staff	All year	Mentoring funding	A targeted mentoring programme is introduced to provide additional support/teaching for students just below the required achievement level to accelerate their learning.
Classroom teachers target schoolwide literacy strategies when working with the focus students/class to enhance their reading comprehension skills.	All staff	All year		Schoolwide literacy strategies are taught and reinforced within classrooms to enhance cross-curricular reading understanding and comprehension.



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Monitor attendance using strategies outlined in Target 1.	Kaiārahi, Dean	All year	Kamar data Ārahi time	Kaiārahi monitor data weekly. Strategies are utilised to improve attendance where required.
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