



**Education Review Office**  
Te Tari Arotake Mātauranga

Confirmed Report

## **NEW SCHOOL ASSURANCE REVIEW REPORT**

**Jireh Christian School**

Location: Avondale, Auckland

Ministry of Education profile number: 781

October 2018

# New School Assurance Review Report

## Jireh Christian School

### 1 Introduction

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

New School Assurance Reviews are generally undertaken within the first year of the school's opening.

#### Terms of Reference

This review is based on an evaluation of the performance of Jireh Christian School. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for students
- that the school is operating in accordance with the vision articulated by the board of trustees.

### 2 Context

Jireh Christian School opened in February 2018 for students in Years 1 to 8. It is a state integrated school under the proprietor, Kingsway Trust. There are currently 215 students.

### 3 Background

Jireh Christian School draws from the histories and well-established traditions of the former Immanuel Christian and Jireh Schools. This has provided a unique opportunity for sharing expertise, resources and communities to form a new school community in Avondale. The vision for Jireh Christian School is to be 'a Christ centred community where learners are nurtured to glorify God'. The school's valued outcomes are for students to become Christ centred, confident, connected, contributing, and continually learning.

The school has been established under the guidance of an establishment board (EBoT) that includes representatives of the proprietor and parent community. A new board will be elected in 2019 at the time of the national triennial board elections.

The school is located on the previous Immanuel Christian School site. Significant work was done in Term 4 of 2017 to manage the challenge of closing both former schools while simultaneously preparing for the opening of the new school. Classrooms have been transferred to the site from the old Jireh School, and resources from both schools have been selected for use in the new school. New furniture, equipment and resources have been installed to support the curriculum and student learning.

The school is a member of the community of learning, Ki Atua hei te Kororia Kāhui Ako, with two other Christian schools.

## 4 Findings

Preparatory work to ensure the opening of the Jireh Christian School was very well managed by the EBoT, the principal and senior leaders, guided by the governance facilitator. This good management continues, and the school is well placed to support students' learning and wellbeing. Coherent frameworks for strategic and annual planning guide the school's direction and development. These frameworks are based on principles related to the school's special character and to the *New Zealand Curriculum (NZC)*.

Senior leaders and the EBoT have consulted with parents in order to get their perspectives as they develop the school's charter. The charter's vision and valued outcomes are evident in leadership, teaching practice, and curriculum. The inclusive environment and practices, and trusting relationships encourage the participation and contribution of students from diverse cultures and those with additional learning needs. Relevant systems and practices for monitoring students' wellbeing and attendance also support students to engage in learning.

Classroom observations showed students who relate well to others and were focused on their learning. Consistent teaching approaches were evident throughout the school, including inquiry learning, and supporting students to know their achievement and next learning steps. The school is now well prepared for digital learning and use. Recent fibre connectivity should now complement the EBoT's provision of resourcing and infrastructure.

Senior leaders have established well-considered documentation to guide teaching practice, curriculum delivery, and assessment and reporting. Baseline data has been collated from relevant assessment tools and from literacy and mathematics progressions aligned to the NZC levels. This information will be useful to identify progress at the end of the year. Staff have a deliberate focus on supporting the progress of students needing to make accelerated progress.

The school's commitment to biculturalism is reflected in documentation, environment, classrooms and practices. The Whānau Kōrero group meets regularly to support Māori children's success at the school, to guide relevant tikanga for school events and practices, and to support the curriculum. The school's kapa haka is a strong and enthusiastic group that includes children of all ages and cultures. Students capably lead performances at school events and to welcome visitors to the school.

Senior leaders demonstrate well-considered professional leadership. They work collaboratively with teachers to build shared understandings of effective teaching practice. Relevant professional learning is supporting the development of shared knowledge and teaching practice expectations. These processes have been strategically implemented and appropriately paced for this first year of school development.

Performance management processes emphasise a collective and supportive approach to growing professional practice. The principal recognises the need to further clarify roles and responsibilities regarding teachers' performance management. Appraisal procedures should include written feedback related to teachers' appraisal goals, and a summary report that states whether the Standards for the Teaching Profession have been met.

Senior leaders demonstrate a strong commitment to evaluation and reviewing for improvement. They have set relevant priorities that include further developing:

- students' growth as assessment-capable learners
- moderation of student achievement
- partnership with the school's parent community
- staff appraisal procedures and practices
- teachers' capability to integrate digital learning in class programmes
- teachers' inquiry and evaluation capability.

### **Board assurance on legal requirements**

Before the review, the board and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- school management and reporting
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

### **Conclusion**

Preparatory work for the opening of Jireh Christian School has been very well managed by the establishment board, principal and senior leaders, guided by the governance facilitator. This good management continues and the school is well placed to support students' learning and wellbeing. The charter's vision and valued outcomes are evident in leadership and teaching practice, and in the inclusive and supportive environment throughout the school.

ERO is likely to carry out the first full review of the school by the end of the third year of the school's operation.

A handwritten signature in black ink, appearing to read 'S. Tanner'.

Steve Tanner  
Director Review and Improvement Services  
Te Tai Raki - Northern Region

## About the School

Location	Avondale, Auckland	
Ministry of Education profile number	781	
School type	Full Primary (Years 1 to 8)	
School roll	215	
Gender composition	Girls	50%
	Boys	50%
Ethnic composition	Māori	11%
	Pākehā	29%
	Chinese	9%
	Indian	9%
	Samoan	8%
	Korean	5%
	Filipino	4%
	Tongan	4%
	other Pacific	5%
	other ethnic groups	16%
Review team on site	October 2018	
Date of this report	18 January 2019	