



# Jireh Christian School

## Annual Report

2019





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## INTRODUCTION

### A Year in Summary

As we have come to the end of our second year as Jireh Christian School, it is apt that we reflect back on all that has happened. 2019 has been a year of consolidation and growth with most of the systems we use in place and running smoothly and the introduction of some new initiatives. One of the highlights in Term 1 must surely be the Cultural week which, I think, reflects much of what we are about, ***a diverse, yet unified community, who nurtures learners to glorify God***. The Cornwallis picnic did not disappoint with our colourful students, family and friends having fun in the sun and surf, dressed in House colours.

The Parents Association has been hard at work to raise money and build community by selling Calendar Art, reusable bags, running a walkathon, movie night and ending the year off with a fabulous, fun, family BBQ Boogie Bash. Lunches got more exciting with Pita Pit being added to the menu, joining Chicken Madness, which offers variety to our food choices. The day our Grandparents visit is always special. This year we had an added bit of fun by dressing up in our favourite story book character.

Trips have taken our students to the Arataki Visitors Centre in the Waitakeres where we learnt about the native bush. The younger students all brought home a harakeke plant they had planted. Ika took to the streets of Avondale to learn about their local community. Tiwai experienced a Future Leaders Day, paddle boarding on the shores of Mission Bay. A talented sports team went off to Matamata to compete in Sports Camp. Corban's Art Estate gave unique art experiences for all our students where they did ceramics and made tote bags. The Manu and Ika teams visited the zoo as part of their learning of the living world. The highlight for Tiwai was a trip to Wellington where they explored the capital city and visited Te Papa and had an all-encompassing Parliament experience, seeing where and how decisions are made and witnessing politicians in session debating.

Through service learning Mufti Days were held each term with a gold coin donation in support of Benimana, our TEAR Fund sponsor child. The industrious and committed Jireh community was once again in action in full force at the Market Days, raising money to help rebuild and stock Viloa School in Samoa whose buildings had burned down. Blankets, food, clothes and Christmas presents were given to 'Feed the Streets Avondale' for which the organisation was tremendously grateful. JCS was mentioned on the, I Love Avondale Face Book page, thanking us for all the donations mentioned above. Over 300 people were given presents and a Christmas meal in the Avondale Community Centre at the biggest party they have had to date. The Manu team one again blessed the residents at Selwyn Village with songs, cards, hugs and chats. The students were equally blessed as they chatted to delighted older people.

On the sporting front our students have had the opportunity to play soccer, netball, touch rugby, swimming, cricket, gymnastics, and dance sport for the older students. Manu enjoyed a combined fun athletics morning with our neighbours, St. Marys School. A team from Ika participated in the local Ki o Rahi sports day and learnt some new Maori games which they thoroughly enjoyed.

Learning inquiries have taken students from immigration, to mining, our cultures, learning about the government and how laws are made, economics, the different industries in society and the living world. For technology the students made bag tags, using 3-D printing, cooked delicious dishes, made electronic games, sewed trendy tote bags and learnt about gears. Bunnings came to help Manu students plant vegetables, flowers and strawberries in their

planter boxes making the decks outside Piwakawaka and Kereru an industrious learning area. Ruru won the potato growing competition and enjoyed eating their crop. More chicks were hatched in Piwakawaka and are laying happily in the chicken coop.

Prime Maths is in full swing, giving students a solid, structured, logical pathway in the learning of mathematical concepts to solve problems. The Arts was celebrated by holding a Day of Delight with poetry and music recitals and creative artwork on display, including photography and ceramics. Our kapa haka group performed at various events including at St. Marys School as part of Te Wiki O te Reo Maori and at Church Unlimited as part of their Maori Outreach evening. WOW Week saw talented students create Picasso art pieces, learn how to do harakeke weaving and other creative activities. Various programmes have been running to help students' wellbeing; Seasons for Growth, Express Yourself which involved hip hop dancing and Mana... Extra-curricular opportunities on offer have been Chess, Itinerant Music, (violin, piano, drums and guitar) Young Engineers, Art and Mandarin classes.

House leaders from Tiwai did an inspiring job of shepherding and supporting the younger students. A new layer of leadership was added this year with two servant leaders being chosen fortnightly to support and pray for the school community. Graduation Dinner was a winner with a celebration of what has been and an expectation for what is to come. Our Year 8 students were transformed into young ladies and gentlemen as they arrived in formal dress.

The Kahui Ako, (Community of Learning) to which we belong, Ki Atua hei te Kororia, has helped support our ESOL students, through professional development, which has equipped the teachers with effective strategies to help ESOL students learn English.

Much has been done to improve our campus; the old playground was resurrected, the field drained, lots of planting of trees, new blinds put up, four heat pumps installed in the relocatable classrooms, heaters in the administration block and more painting of the buildings inside and out will happen over the summer break. Our lovely maintenance team have worked tirelessly to keep our campus clean, tidy and in good working order.

We ended the year on the last day of term with two awards ceremonies to celebrate all the good learning that has happened this year. The Day of Delight Artwork was up in the hall for parents to view.

We give all the glory to our faithful God who has been our solid foundation, our inspiration and our Corner Stone.

Principal in partnership

Sandra Bosman



# SCHOOL OVERVIEW



## History and Tradition

Jireh Christian School is a decile 3 state integrated school with a Special Character which has its roots firmly grounded in a Biblical worldview philosophy which informs the curriculum content and practice. It is situated in Avondale and has a roll of 204. This is a unique Christian community of learning made up of students from a wide range of backgrounds and cultures. Students travel to Jireh Christian School from a number of suburbs within a 50-km radius. Jireh Christian School has a wonderful history and well-established traditions which have come from two Christian communities of learning; Immanuel Christian School began in June 1986 as a private school on the current campus. Jireh School began as a home-schooling endeavour in Kumeu, then developed into a small private school in 2000 operating out of Kumeu Baptist Church. The school became state-integrated in 2006 as a satellite of KingsWay School. In 2009 the school outgrew the Baptist Church facilities and moved to Henderson, leasing land from Laidlaw College. Jireh School gained stand-alone status as a full primary school at the start of 2018. Immanuel and Jireh have become one school with the unique opportunity of sharing expertise, resources and communities to form a new community of learning in Avondale.

Jireh Christian School has strong community values. Parents are encouraged to be involved in the life of the school as much as possible. They are invited to contribute their thoughts and ideas, to promote partnership and excellence within the school.

The school community is made up of a wide range of cultures. Each culture is valued and respected. The students at Jireh Christian School are encouraged to engage in their own culture and that of others in order to enhance the building of healthy and respectful communities. The students are presented with opportunities to serve and reach out to those in need, locally and internationally. The curriculum reflects this inclusive and outward focussed approach where the value of the individual is nurtured and developed, finding significance in servant leadership.



## Vision Statement

*“We are a Christ centred community where learners are nurtured to glorify God.”*



## Mission Statement

**Jireh Christian School** has:

- A curriculum that is Bible-based and Christ centred.
- A partnership with parents/whanau to nurture their children.
- Students who are equipped to positively impact the world.
- An inclusive community that honours cultural diversity.
- An environment which challenges learners to faithfully develop their giftings.
- A collaborative culture of excellence.
- A culture of prayer.

**Jireh Christian School** is a non-denominational Christian school established in 2018 by The KingsWay Trust. The school was founded to work in partnership with Christian parents to fulfil their responsibility for the education of their children by providing a Christ-centred learning environment based on Biblical truth and practice as recognised by adherents of the evangelical Christian faith.

These Biblical truths and practices, which are summarised in the school's Statement of Faith, recognise:

- God's purposes as revealed in the Scriptures and in the risen Lord Jesus Christ.
- That all truth finds its meaning and centre in God; that God gives purpose and hope to individuals as well as to His creation by virtue of the redemptive work of Jesus Christ; a mission perspective involving a radical, personal commitment to seeing the Kingdom of God extended.
- Prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.

These Biblical beliefs encompass all aspects of the school and permeate the curriculum, including all of the New Zealand Curriculum statements which are presented within this Biblical world view. It is expected that all members of the school community will demonstrate commitment to these Biblical beliefs and be role models of these.

The purpose of the school, in partnership with parents, is to develop the abilities and character of young people who:

- Will develop a Christ-like character as taught in the Bible.
- Recognise that God calls His people to claim the whole of human life for Jesus Christ as they spread the Good News of His saving Grace.
- Have a Christian vision and are equipped to become Godly leaders in the fields of their giftings and abilities.
- Will live virtuous lives and exemplify Biblical values in every area of life - personal, family and in the pursuit of social peace, just government, responsible citizenship and compassionate neighbourliness.
- Will develop their academic abilities in balance with their other abilities and character.

## The School promotes this by:

- Recognising that parents in partnership with the school need to be involved and are responsible for their child's education.
- Employing only qualified staff who have a genuine commitment to Jesus Christ and who model a Christian lifestyle.
- Providing equal learning opportunities for students from all socio-economic backgrounds.
- Creating an environment where a sincere desire to know God is fostered.
- Enabling children to personally adopt a Biblical Christian Worldview in knowledge, understanding and life applications.
- Fostering character, wisdom and knowledge by means of the curriculum and school culture.
- Using teaching and learning strategies that challenge students to achieve to individual potential.
- Actively pursuing opportunities for young people to serve, bless others and share their faith in the wider community.
- Encouraging students to view their education as an aspect of preparation for fulfilling God's purpose in their lives.



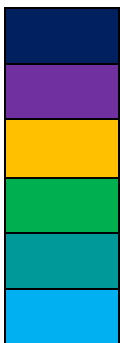
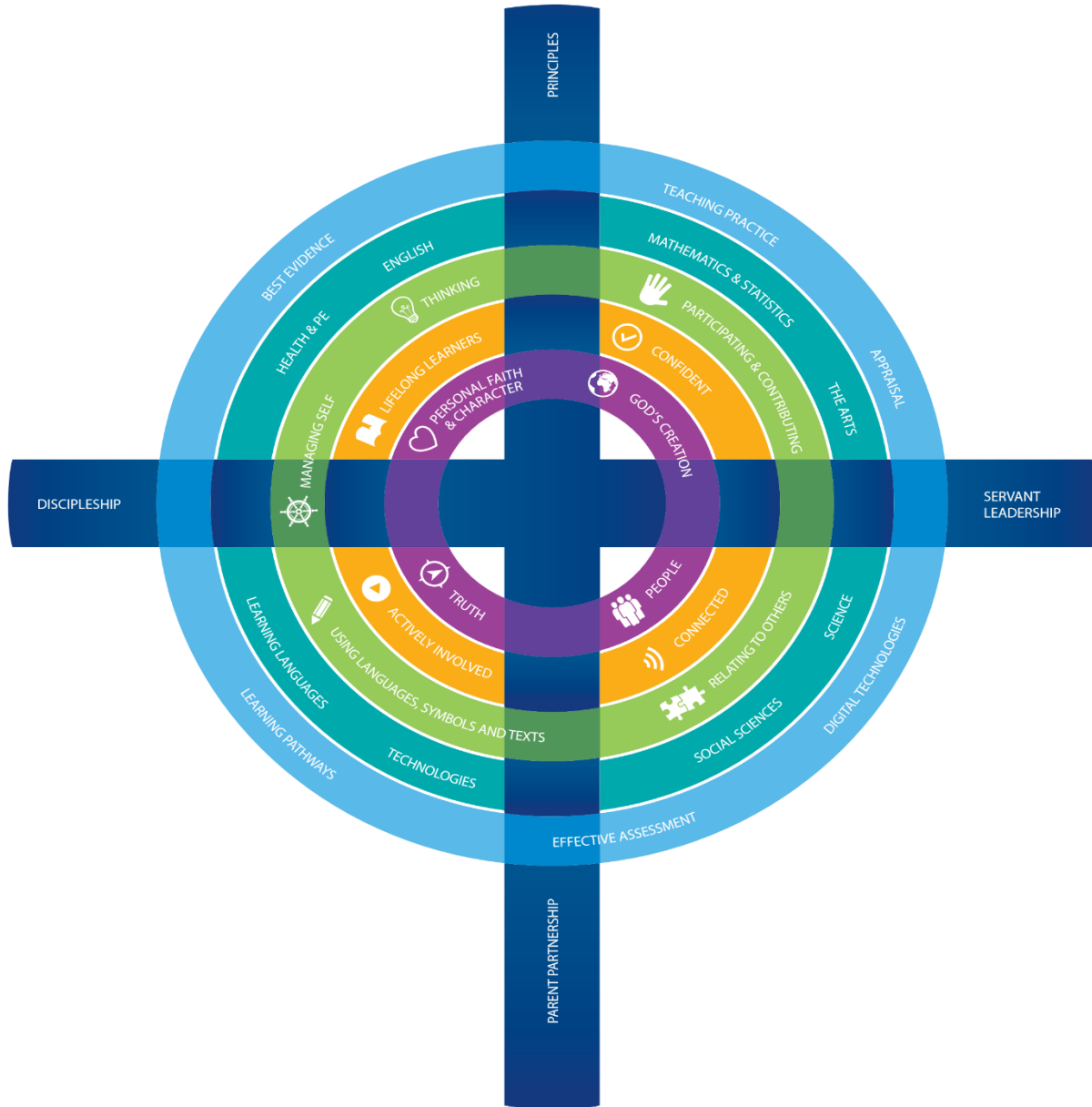
## Motto

"From God, for God I Atua, hoki Atua"





# Curriculum Overview



**Special Character:** The reason why we exist as an integrated school

**Values:** Underpinning all learning these are to be modelled, explored and encouraged

**Vision:** What we desire for our students

**Key Competencies:** Essential to learning and growth for all students

**Learning Areas:** Eight distinct yet connected areas of learning

**Pedagogy:** Connecting the areas of best practice to inform our teaching and learning



# JIREH CHRISTIAN SCHOOL VALUES





## VISION FOR A JIREH CHRISTIAN SCHOOL GRADUATE

The vision for the Jireh Christian School graduate is that they are *Christ centred, confident, connected, contributing* and *continually learning*.



### CHRIST CENTRED | be able to

- Actively demonstrate the fruit of the Spirit
- Make decisions based on a Biblical world view
- Be an authentic disciple of Christ
- Living to please God through excellence



### CONFIDENT | be able to

- Share their faith with others.
- Be an independent, assessment capable learner
- Have a strong cultural and spiritual identity
- Be an effective communicator



### CONTRIBUTING | be able to

- Think critically and be engaged
- Be good citizens showing care for others
- Be actively involved in solving real life problems



### CONNECTED | be able to

- Seek to serve the community and be inclusive
- Collaborate
- Respect, appreciate and discern the ideas and cultures of others



### CONTINUALLY LEARNING | be able to

- Be a problem solver
- Persevere
- Be resilient
- Respond to a changing world
- Develop giftings faithfully



# PRINCIPLES FOR JIREH CHRISTIAN SCHOOL

The principles set out below embody beliefs about what is important and desirable at Jireh Christian School. They underpin all school decision making. The principles relate to how curriculum is formalised at Jireh Christian School and they are particularly relevant to the processes of planning, prioritising and review.

The curriculum is consistent with these twelve principles:

## CENTRALITY OF GOD AND THE BIBLE

The Triune God has the pre-eminent place in the life of the Christian. The Bible, given by God, is divinely inspired and is trustworthy and authoritative for all of life. Christian education must ensure that students learn about the world from a Biblical worldview.

## THE IMPORTANCE OF KNOWLEDGE, UNDERSTANDING AND WISDOM

Wisdom, understanding and knowledge provide practical guidance for everyday living. These components form the basis for effective action in all areas of life.

## RESPONSIVE DISCIPLESHIP

It is important that teachers understand, teach and model lives based on the principles in the Bible and, therefore, require ongoing professional development in this regard. Christian education is not just an introspective activity. At Jireh Christian School we seek to disciple and equip young people to share God's dynamic message of hope, peace and love. The staff seek to encourage students to discover God's purpose for them personally, the world in which they live and their vocation.

## PARENT PARTNERSHIP

God has given to parents the primary accountability for the educational nurture of their children. Jireh Christian School partners with parents and involves the wider community in assisting them in carrying out this responsibility.

## HIGH EXPECTATIONS

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

## LEARNING TO LEARN

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

## TREATY OF WAITANGI

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.

## COMMUNITY ENGAGEMENT

The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities.

## CULTURAL DIVERSITY

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

## COHERENCE

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

## INCLUSION

The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

## FUTURE FOCUS

The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.



## Key Competencies

*“The competencies also draw on knowledge, attitudes and values in ways that lead to action”*

The Jireh Christian School Curriculum identifies five key competencies, as listed below. Students will use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies also draw on knowledge, attitudes and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area and, therefore, need to be prioritised in planning and teaching.

The development of the competencies is both an end in itself, (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them e.g. the Bible, knowledge, tools and skills. Students need to be challenged and supported to develop them in contexts that are increasingly wide ranging and complex.

**Students will be equipped with the knowledge, skills, values and attitudes in the following key competencies:**

### MANAGING SELF



- Demonstrates knowledge of when to lead, when to follow and when to act independently
- Employs strategies for meeting challenges
- Establishes personal goals, plans and manages projects
- Sets challenging standards
- Is enterprising, resourceful, reliable and resilient
- Exhibits a Godly motivation with a 'can do' attitude
- Demonstrates a desire to be an able and effective learner

### RELATING TO OTHERS



- Interacts effectively with diverse people in different contexts
- Demonstrates active listening skills
- Recognises different points of view
- Demonstrates effective negotiation skills
- Shares ideas and communicates their faith
- Is open to new ideas while demonstrating discernment
- Has awareness of how words and actions affect others
- Cooperates effectively to develop ideas, strategies and thinking
- Balances competition with cooperation

## PARTICIPATING AND CONTRIBUTING



- Is actively involved in the community
- Contributes appropriately as a group member
- Makes connections with others
- Creates opportunities for others in a group
- Balances privileges, roles and responsibilities

## THINKING



- Uses creative, critical and reflective processes to inform decision making
- Actively seeks to use and create knowledge for good
- Reflects on their own learning (metacognition)
- Asks questions for the purposes of extending knowledge and understanding
- Challenges the basis of truth, assumptions and perceptions
- Draws on personal knowledge, wisdom and a deep-seated reliance on God
- Is intellectually curious

## USING LANGUAGE, SYMBOLS AND TEXTS



- Interprets and uses words, numbers, images, movement, metaphor in context
- Confidently uses ICT to access information and communicate with others
- Recognises how choices of language affect people's understanding or responses
- Competently studies and applies the Bible as a foundation text
- Interacts effectively with diverse people in different contexts





## Cultural Diversity and Maori Dimension

### HOW WILL THE SCHOOL REFLECT NEW ZEALAND'S CULTURAL DIVERSITY?

- By ensuring that all cultures are respected and maintained by all who attend and are linked to this school.
- By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given cultural mileage and impetus at this school.
- By having programmed activities, cultural events and significant evidence on display which reflect the cultural identities of students, staff and the community.
- By liaising with leaders in the community to support and advise the school on cultural matters.

### HOW WILL THE SCHOOL REFLECT THE UNIQUE POSITION OF THE MAORI CULTURE?

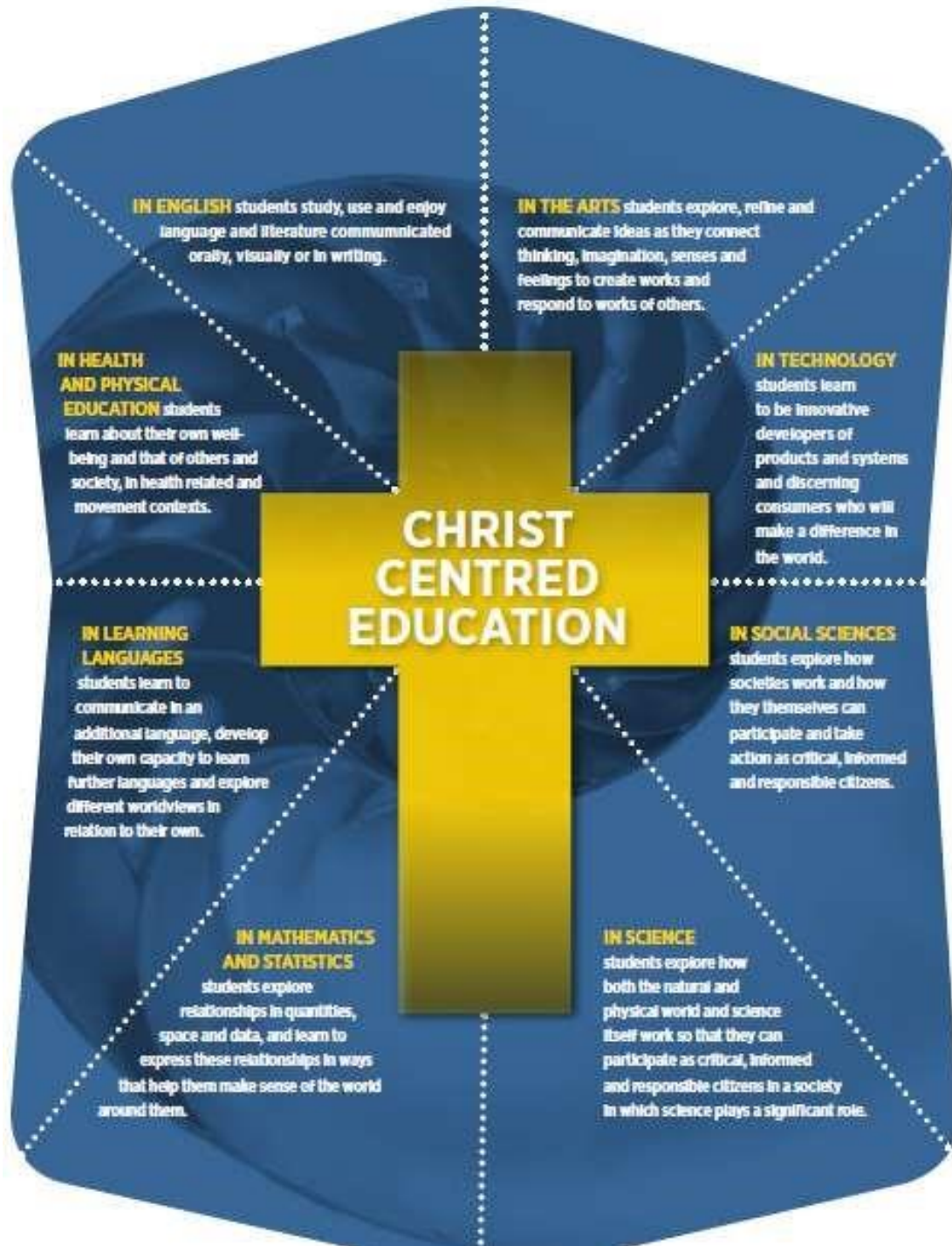
- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori.
- By regular reflection, discussion and evaluation of how each teacher is reflecting Tikanga Maori in the classroom in terms of content and delivery.
- By consulting Maori advisors to assist in the development of Maori incentives and programmes.
- By consulting with our Whanau Korero group who meet regularly.
- By students attending Maori cultural activities that are promoted through the school.
- By having relationship with iwi of Avondale through visits to the marae.
- By having the school mission statement in Te Reo and English and including a Maori hoahoa which reflects the values, intent and tangata whenua of our school.
- By liaising with the local kaumatua and outside agencies such as; Team Solutions and MOE about the improvement and innovation of Maori programmes at school.

### WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

- By ensuring that all planning is done with Tikanga Maori in mind, using the Te Whare Tapa Wha as a guide to ensure the well-being of the whole child is being addressed.
- The inquiry model used explores Tikanga Maori as part of the process.
- By ensuring that Te Reo is taught in every class and is part of the weekly timetabling.
- By ensuring all students have the opportunity to participate in Kapa Haka each week.

### WHAT WILL THE SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO FOR FULL TIME STUDENTS WHOSE PARENTS ASK FOR IT?

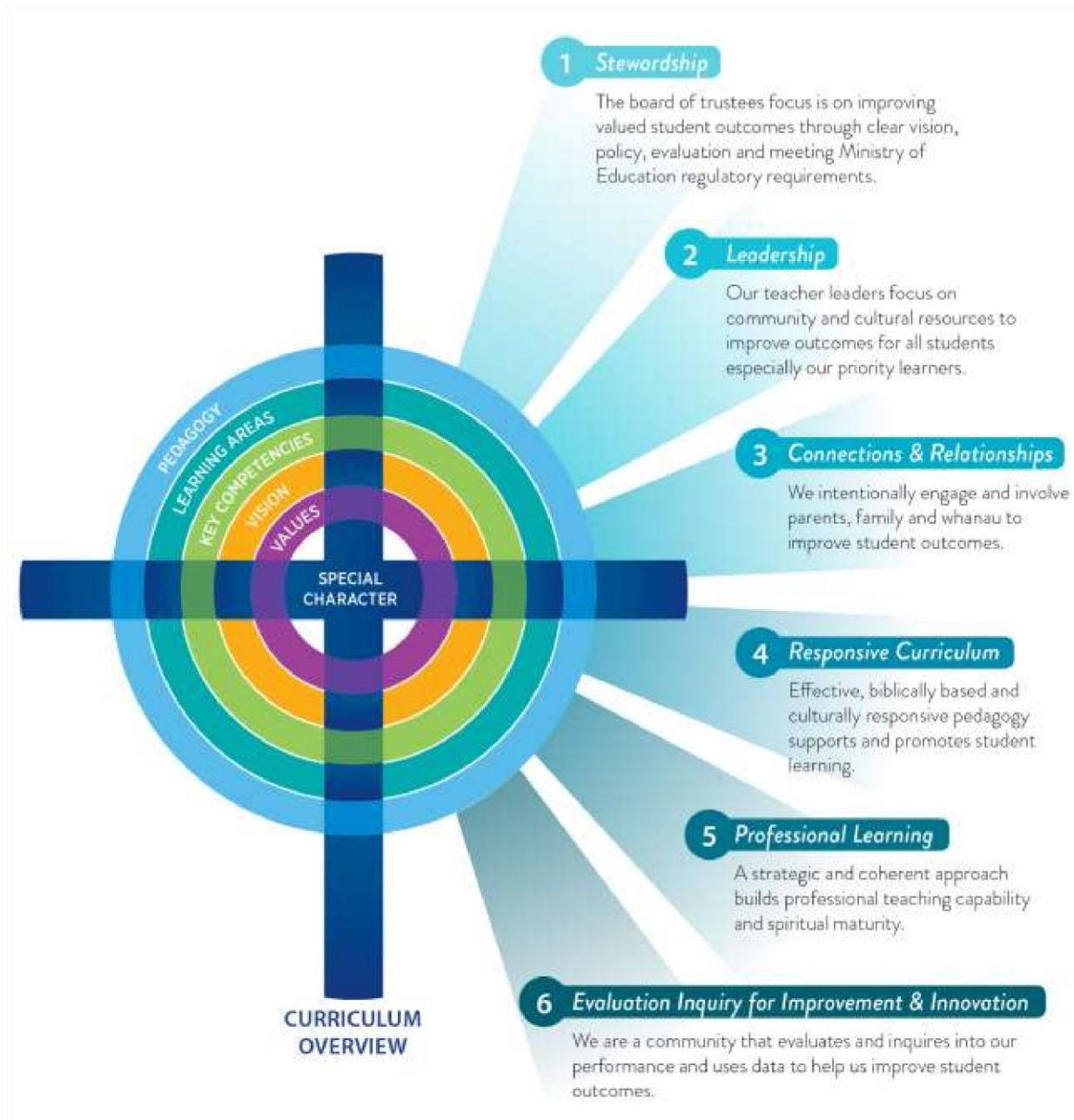
- Students receive instruction in Te Reo weekly, working through an online programme to ensure correct pronunciation and progression through language instruction so that each year is built upon.







# STRATEGIC DIRECTION



# 1. Stewardship

## **Stewardship Training Curriculum 2019**

Newly elected Board members and proprietors are inducted into their role using an effective and comprehensive training programme. The BOT systematically works through a professional development curriculum that equips them with the specific knowledge and skills to proficiently serve in their respective stewardship roles.

# 2. Leadership

## **Leadership Professional Development 2019**

To ensure that our leaders remain current with future educational initiatives, they are given opportunities to study examples of best practice through our Educational and Special Character study grants.

# 3. Powerful Connections and Relationships

Meeting with specific cultural groups to ensure authentic parent and whanau voice is heard, including Pacifica, Asian and Maori through the Korero whanau group.

Continue to build strong relationships with the local community through service, sport, special education and leadership affiliations. 2019, 2020.

# 4. Effective Teaching and Curriculum

## **New Digital Technologies Curriculum 2019, 2020**

Our digital curriculum focusses on teaching students to design their own digital solutions and become creators of, not just users of, digital technologies to prepare them for the modern workforce.

## **Prime Mathematics introduced across the school through Professional Learning plan. 2019 Second Language. 2019**

Year 1 - 8 Te Reo - Year 7/8 Korean. Being bilingual is associated with improved ability in tasks that require focussed attention. Furthermore, students who study a second language perform better in English and Mathematics, as well as demonstrating higher levels of creativity and problem-solving skills. Introducing a second language for students will allow them to acquire the associated skills and benefits at a stage when they are developmentally receptive to learning a second language.

## **ELL Teaching**

All teachers and TAs will be equipped to best serve the growing number of ELLs in the school Form and join Professional Learning Groups.

## 5. Empowered and Capable staff

Community of Learning/Kahui Ako. 2019. Jireh Christian School is a member of a Community of Learning/Kahui Ako, (CoL) of likeminded schools. The CoL identifies areas for improvement and works collaboratively to use the available expertise from member schools and the Ministry of Education to improve student outcomes.

Growth Coaching. 2019, 2020. Teachers at Jireh Christian School improve their craft as part of growth coaching, which includes a professional buddy who supports them to reflect deeply on their practice. While the appraisal process focuses on teacher development, clear procedures and guidelines provide accountability and guidance regarding the school's expectations related to professionalism.

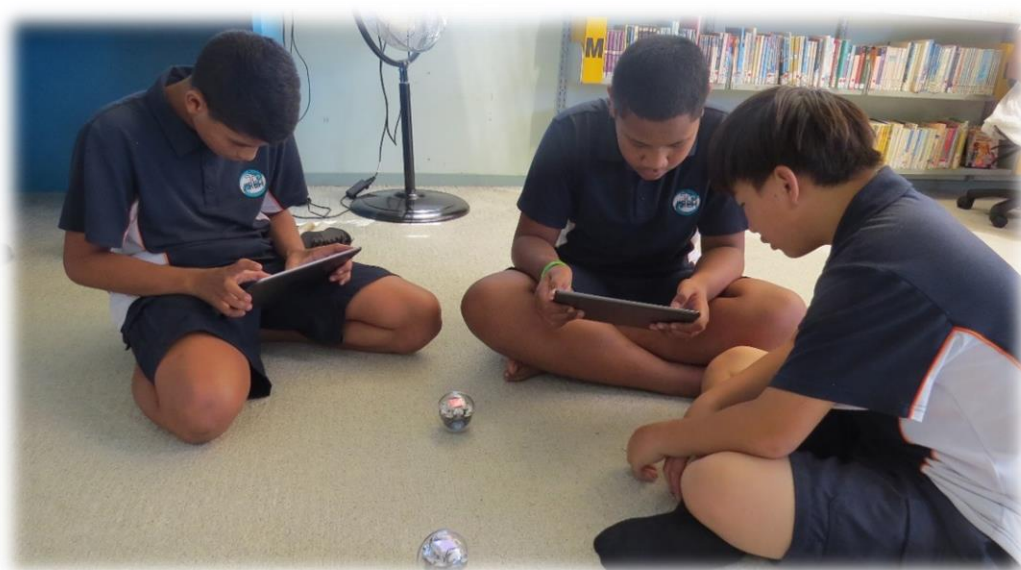
Teaching Christianly Development Plan. 2019. A differentiated professional development plan inducts and equips our teaching staff to be able to effectively teach from a biblical worldview. Teachers grow in their ability to teach Christianly.

## 6 Evaluation for Improvement and Innovation

### Common Schoolwide Inquiry and Evaluation Practices. 2019.

Inquiry-based learning and evaluation practices become a powerful force for learning when embraced by the whole school. Jireh Christian School's approach to inquiry learning and evaluation practices will:

- reflect our school community
- meet the needs of our learners
- establish a common language
- create a consistent learning environment for all students
- take into account the vision, principles, values and key competencies of the New Zealand Curriculum.



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>2. Leadership:</b> Jireh Christian School senior leaders integrate the Educational Leadership capabilities as identified in the <i>Teaching Council Leadership Capability Framework, (TCLC)</i> into professional learning and development and appraisal. <span style="float: right;">Person responsible: Sandra</span>							
<b>Orientation and Alignment</b>	The Senior Leaders (SMT) are introduced to the TCLC framework and establish personal targets for their development and progress against the indicators.	Sandra	Term 1	SMTs have clear professional development goals that align with the TCLC framework set for 2019.	End of Term 1	<b>The SMT have been introduced to the Framework and are considering which areas of leadership they will set goals and carry out an inquiry on.</b>	Several of the SMT will continue the area of leadership they are developing in, in 2020 as the initiatives started will take time to embed. They are: - staff well being - Prime Maths programme, particularly in the area of what and how assessment will be used to accurately assess students' progress and show the curriculum level they are on. - teachers equipped to teach ELLs in all year levels. The Leadership Capabilities Framework will continue to frame and guide the inquiries and areas of development. All documentation, findings etc will continue to be recorded onto OneNote and will form part of the Appraisal process for SMT
	The SMT's OneNote appraisal system format is amended to reflect the inclusion of the TCLC framework indicators.	Sandra	Feb	The SMT's OneNote appraisal system format reflects the new format.	End of Term 1	<b>OneNote has been set up and introduced to the SMT as the platform for recording all appraisal goals and reflections and Professional Learning Development, (PLD)</b>	
<b>Development and Consultation</b>	Principal meets with each SMT and evaluates their action plan for 2019.	Sandra	Term 1	SMTs have clear and measurable development goals that align to the TCLC framework indicators.	Term 2 and 3	<b>I have met with the SMT to discuss their area of focus and accompanying action plan for the year this has been written up in OneNote. We will meet again at the beginning of Term 3 to reflect on progress made. Further meetings to discuss progress and the development of leadership capabilities in the chosen areas of focus are underway.</b>	
<b>Implement Action Plan</b>	SMTs implement their action plan.	Sandra	Term 2 - 3	SMTs grow in their capacity and capability in their identified TCLC framework areas and record their progress.	Term 4	Continued meetings with the SMT around their Leadership goals. All goals are being implemented. A final meeting to reflect and look at continued growth and possible goals for next year will take place.	
<b>Monitor</b>	SMTs inquire into the impact of their practice using both self-evaluation and coaching.	Buddy Coaches	Term 1 - 4	SMTs monitor and measure their impact and progress towards reflecting the TCLC framework indicators in their leadership practice using tools such as teaching as inquiry.	Term 4	Monitoring of goals has been written up and the final reflections will be completed before the end of the year	
<b>Evaluate Progress</b>	SMTs present their portfolio of progress against their targets and discuss the next steps for development in 2020.	Sandra	Term 4	SMTs confidently identify progress towards achieving their TCLC action plan and can identify next steps.	Term 4	Final reflections and next steps will be discussed and recorded at a final Appraisal meeting in November.	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>3. Powerful Connections and relationships:</b> intentionally engage and involve parents, family and whanau to improve student outcomes.							
<b>Orientation and Alignment</b>	For equity and excellence and community building. Meetings with specific whanau groups including our Korero group to gain parent voices and aspirations for their children as Maori learners.	Sandra Leaders of Learning, (LoL)	Term 1 - 4	Allowing parent voice to inform decision making that allows for improved student outcomes	Term 1 - 4	<b>Parent meeting scheduled for 20 June for consultation.</b>	Parent meeting in Term One for vision sharing and expectations for the year. Korero group will meet every term. Term 1 - making connections with the closest Marae, building relationships and learning the history of Avondale.
	Workshops will be designed to help parents help their children at home with their learning and be an integral part of their child's learning journey.	Teachers SMTs	Term 1 - 2	Parent voice through surveys and consultation. Improved student outcomes with a focus on at risk students.	Term 2 - 4	<b>Parent meeting around resilience is planned for Term 2. This included a Satisfaction Survey on how we are going as a school so far. Three surveys were designed for different cultural groups; Maori, Pacifica, Asian and a generic one. They were on line for those who were unable to attend the meeting. The Satisfaction Surveys have been analysed and actioned. Consultation meeting with community police regarding the Health Curriculum and what they would like for their children as a priority. This will be on line for those who were unable to attend the meeting and the Health Curriculum topics in tandem with the police programme will form the Health Curriculum for the coming years. WeChat has been going all year run by Irene for our Chinese families to help with communication, discussion etc. Workshops- How can I help my Child learn are planned for later in Term 3. A new way of communicating to parents to stream line communication has been implemented.</b>	Developing a school mihi and haka which embodies our geographical and cultural context. Developing the kapa haka group with greater number of performances in the community Workshops will be designed to help parents help their children at home with their learning and be an integral part of their child's learning journey. Cultural dinner with traditional items performed. Embed Tapasa, using the cultural competencies to inform planning for learning units. All teachers will intentionally get to know the students and their cultures at the start of the year as part of the learning programme. Start a PI group at school, run by parents and a teacher to help better serve these students and whanua in our school.
	Cultural Week will be run by parents teaching the students about the cultures of our school through dance, arts, dress, celebrations, artefacts, traditional games and ways of preparing and eating traditional food.	Sandra	Term 1	Greater parent involvement in everyday school life. Students feedback and greater engagement in all of school life as they feel valued and esteemed in their culture.	Term 1	<b>Cultural Week on the last week of Term was a great success with a huge number of parents taking a day off work to come in and showcase their culture with the school community. Kapa Haka group has been having input from grandparents and people from the wider community each week.</b>	Continue to build relationships with teachers across the kahui ako- sharing professional knowledge.

<b>Development and Consultation</b>	On-going parent involvement, voice and consultation through meetings, surveys, written communication, Parents Association and discussion.	Sandra teachers LoL	Term 1 - 4	Parent involvement. Improved student outcomes with specific focus on Pacifica, Maori and at risk students.	Term 1 - 3	<b>A new Parents Association Chairperson has taken office. The First planning meeting was held on 26 March to plan community building events. A Family Fun BBQ was held at the start of the year and was well attended.</b> <b>Term 2 PA events Chicken Madness and a Movie Night .</b> <b>Term 3 Chicken Madness and Walkathon planned</b> <b>Lunch on Line introduced as an additional lunch option.</b> <b>A new PI parent group will be formed in Term 4 to create more cultural opportunities. This will be led by parents.</b>
<b>Implement Action Plan</b>	Korero and Parent meetings, workshops and Cultural Week.		Term 1 - 4		Term 1	<b>Cultural Week began with waiata and Karakia lead by one of our tupuna. The bicultural nature of NZ was taught to us by whanau and a hangi was enjoyed on site. The Kapa Haka group performed.</b> <b>Korero whanau meeting is planned for later this term.</b>
<b>Monitor</b>	Parent involvement.		Term 1 - 4		Term 1 - 4	<b>We have a parent teaching PE Across the school in term 1 and 2. Parents assisted as coaches at the various ACS sport days.</b> <b>Cultural events, kapa haka, in class support, parent helpers on trips and coaching sessions.</b>
<b>Evaluate Progress</b>	Parent involvement. Improved student outcomes with specific focus on Pacifica, Maori and at-risk students.				Term 2 - 4	<b>Maori students are doing as well or better than the school as a whole. PI not doing as well. PLD on Tapasa has increased class teacher's engagement with PI families and relationship building with students and Whanau.</b> <b>IEPs are conducted twice a year for at risk students, with the team of those working with them including parents.</b> <b>Curriculum levels and eAsttle results from term 1 will be compared with Term 4 for evaluation and analysis.</b>

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>4. Effective Teaching and Curriculum: Introduce Prime Maths Programme across the school</b>							
<b>Orientation and Alignment</b>	Introduce Prime Maths and establish school wide.	Maliah	Term 1 - 4 2019 - 2020	Teachers gain a good basic understanding and knowledge of Prime maths.	Term 1	<b>Teachers have had PLD for Prime Maths. Maliah and several teachers have visited several schools to see how the programme is run. The programme is running in all classes a debrief with students and teachers will be done at the of Term 3 and the necessary adjustments made.</b>	<b>Looking at the best way to assess to ensure data is liable and encompasses all the strands in mathematics A rigorous review of the programme will be done towards the end of the year to ascertain whether it is being used correctly and improving students achievement.</b>
<b>Development and Consultation</b>	Professional Learning and consultation by Prime Maths presenters. Visit schools where the programme has been in operation for some time.	Prime Maths consultants Maliah	Term 1	Teaches use the programme in their classroom maths programme.	Term 2 and 4	<b>Placement tests occurred at the start of Term 2. The results will be analysed, and students will be place at the appropriate level.</b>	
<b>Implement Action Plan</b>	Term 1 Professional Learning. Term 2 - 4 Prime Maths used in the classrooms.	Prime Maths consultants Teachers	Term 2 - 4	Prime Maths is carried out throughout the school over the year.	Term 4	<b>Prime maths has been running in the classrooms for 1 term now. Teacher and student feedback and discussions will take place in Term four to reflect on how the programme can be optimally used at JCS to improve student achievement and progress.</b>	
<b>Monitor</b>	Learning Area meetings and discussion. SMTs meetings.	LoL	Term 2 - 4	Learning Area meetings for teacher feedback. Student voice is sought to gain how helpful the programme is for their learning. Students assessment results inform the efficacy of the programme and the way it is carried out in the classroom.	Term 3	<b>Discussions amongst teaches and with students has been ongoing through term 3.</b>	
<b>Evaluate Progress</b>	The impact of the programme is measured through student assessments.	Teachers Sandra	Term 4 2019 - 2020	Maths programme is revised and reflects changes.	Term 4	<b>The implantation of the programme for 2020 will be looked at and further PLD for teachers around effective assessment using Prime Maths and how this can give an accurate Curriculum level.</b>	



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>5. Empowered and Capable Staff:</b> Teachers at Jireh Christian School improve their craft as part of growth coaching which includes a professional buddy who supports them to reflect deeply on their practice. <span style="float: right;">– Oversight Sandra</span>							
<b>Orientation and Alignment</b>	Teachers re-familiarise themselves with the growth coaching concepts.	Sandra Teachers	Term 1	OneNote reflects progress towards the adoption of Growth Coaching.	Term 4	<p>PLD will be held in Term 1 in the area of buddy/growth coaching to equip teaches to become skilled at asking the right questions to elicit deep reflection of practice and effective goal making. The emphasis is on each teacher taking responsibility for their own development with the support of their buddy/coach, with an intentional concentration on improved student outcomes.</p> <p>Final Appraisal meetings with all teaches reflecting on the year, goals and inquires and looking at next steps and future goals.</p>	<p>Inquiries will form part of the appraisal system but they will be continuing as a means of continually reflecting, changing developing and improving practice.</p> <p>Buddy coaching PLD will happen in Term 1.</p> <p>Teachers will use buddy coaching to help focus inquiries, set goals and improve practice.</p> <p>The will be used in conjunction with classroom observations by their buddy coach.</p>
<b>Development and Consultation</b>	Coaching buddies and teacher inquiries are established.	Teachers Coach	Term 1	Professional dialogue frames inquiry	Term 4	<p>Inquires will be established by the end of term 1 and will be based on data and be in line with the school's strategic goals.</p>	
<b>Implement Action Plan</b>	Teachers use the growth coaching model in conjunction with their inquiries.	Teachers Coach	Term 2 - 4	The Inquiry process is the default method of staff appraisal.	Term 4	<p>PLD will be given in Term 2 as part of the Kahui Ako programme by experts in the area of inquiry at a TOD and one on one time at school. Expert partners have given PLD one on one and at TODs in the area of Teaching as Inquiry. At the debrief meeting it was felt more collaborative sharing would be good for teachers to share success and professional capital.</p>	
<b>Monitor</b>	Progress is monitored continuously, and changes made when and if required.	Teachers LoL	Term 2 - 4	Programmes are critically monitored and responsive to change.	Term 4	<p>The first round of Buddy coaching observations have accounted with the second round taking place later in term 3. LoL are visiting classes to look specifically at the implementation of Visible Learning as part of the embedding process from last year's PLD focus.</p>	
<b>Evaluate Progress</b>	Growth Coaching is evaluated with teachers.	Sandra/Teachers	Term 4	Growth Coaching promotes productive and professional dialogue for improvement.	Term 4		

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>Empowered and Capable Staff: A professional development plan that inducts and equips our teacher to effectively teach from a biblical worldview.</b>							- Vicki
<b>Orientation and Alignment</b>	Teachers will participate in weekly Special Character PD.	Vicki Teachers	Term 1 - 4	Teacher feedback.	Term 2	<b>Weekly PLD is held. Teachers have been looking at their passion and what drives them.</b>	Two newer teachers will be attending the BTI Teaching Christianly course over 2 sessions
<b>Development and Consultation</b>	Building on general worldview learning, teachers will unpack the CFRR model	Vicki Teachers	Term 1	Evidence of growing understanding will be present in planning documents.	Term 2	<b>Planning documents indicate careful thought around how God is Truth and Grace and how this is translated into cultures of the world and how we treat one another. Term 2 is centred around God being the Creator whilst looking at the animal and plant world in terms of detail for function, adaptation, mimicry</b>	Jacqui Lloyd from the KWT will be running the PLD sessions for SC. She will be coming for 5 full days a term. Running PLD sessions on Biblical literacy with the teachers. Term 1 she will visit classrooms to get a feel of what is happening for SC in the school.
<b>Implement Action Plan</b>	Teachers to read and work through "Transformation by Design – The Big Picture" A National Institute for Christian Education publication.	Vicki Teachers	Term 2 - 3	Teacher feedback and discussion in PD sessions.	Term 4	<b>Teachers have started unpacking the basic premise for teaching Christianly using the acronym from Transformation Design: Transformational vision Responsive discipleship All things in and through Christ Crafted teaching Kingdom building. Feedback from the recent Special Character Review has indicated a greater need for focussing on the redemptive and restorative aspects of the model. Service learning will form the bulk of the learning programme in Term 4 where students will be given practical opportunities to put this into practice.</b>	The seven chord rope image for the 7 areas we use to carry out SC in JCS will be developed.
<b>Monitor</b>	Progress will be monitored through discussions as whole staff and in Learning Areas as curriculum is developed each term.	Vicki Teachers LoL	Term 1 - 3	Evidence in planning documents and classroom observations done by LoL.	Term 4	<b>Leaders of Learning have done observations in classrooms, noting evidence of Special Character in specific lessons; planning documents continue to show thoughtful consideration of a Biblical worldview underpinning learning in curriculum areas using the CFRR model. Whole staff feedback and planning has been done in Term using the creation-fall-redemption-restoration model and has will be further strengthened by a focus on the latter two aspects of this model as part of the learning this term- service learning.</b>	
<b>Evaluate Progress</b>	Evaluation of the CFRR model as it is used in term planning documents.	Vicki Teachers	Term 4	Teacher feedback on effectiveness of CFRR model to bring "transformation".	Term 4	<b>Feed back from teachers revealed a need to spend more time on the R-R which will be the focus in Term 4's learning.</b>	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
Empowered and Capable Staff: Effective, culturally responsive pedagogy supports and promotes student learning.							– Oversight Sandra
<b>Orientation and Alignment</b>	JCS has a number of Pacifica students. Many of them do well but some are achieving below the expected curriculum levels for reading, writing and maths. Teachers need to be equipped to teach Pacifica as Pacifica.	Sandra	Term 2	Staff are familiar with the achievement data of their Pacifica students from the previous year.	Term 2, 4	Discussions around the achievement of PI students in each class have occurred in Management meetings and LA meetings each child who is not meeting the expected curriculum level has an Action Plan and is getting TA help and those over a year behind have an IEP. Moderation is happening across the school in the area of writing to ensure consistency in assessment. The curriculum levels have been broken down into three phases Beginning, Progressing and Achieving. Specific criteria taken from the learning progressions are used so as to have a common and reliable benchmark. Assessments will be compared from the beginning of the year to plot progress.	The cultural competencies in Tapasa will be embedding in the teaching and learning programme.
<b>Development and Consultation</b>	Leader of the PL will attend a PL workshop run by the Teachers Council. Teachers will unpack Tapasa - Cultural competencies framework for teachers for Pacifica learners with specific reference to our school and our whanau and how we can ensure all Pacifica students are being given every opportunity to succeed. This will be done weekly for some weeks. Consultation with our Pacifica parents.	Sandra	Term 1 - 2	Teachers will develop a good understanding of the Pacifica cultural competencies.		<b>Teachers are unpacking Tapasa as part of the PLD programme for Term 2. Pacifica parents will be given opportunity to give feedback and feed forward as Pacifica at a parent meeting in Term 2. PLD sessions internally and with external providers has occurred using the MOE publication replacing the Pacifica Education Plan, Tapasa . A further look at how we can implement the Turu, (cultural competencies) will be looked at in Term 3.</b>	
<b>Implement Action Plan</b>	Teachers will apply learning in their classrooms to ensure Pacifica students are encountering the	Teachers LoL	Term 2 – 4	Teaches will use the Pacifica cultural competencies in their teaching and learning programme		A Pacifica parent group is going to be formed by parents in Term 4.	

	teaching and learning programme in a culturally accessible way.						
<b>Monitor</b>	Discussions at Learning Area meetings.	LoL	Term 3	Feedback from staff and student engagement		Teachers have come to know their students by intentionally finding out about their island, history, geography etc. and sharing this at staff meetings. More contact is made with families intentionally, building trust and relationship.	
<b>Evaluate Progress</b>	Teachers have a good understanding of the Pacifica cultural competencies and know how to use them effectively in their teaching and learning programme.	Sandra	Term 4	Teachers are using the cultural competencies to teach Pacifica students as Pacifica		Further unpacking of the Turu, (PI cultural competencies) will be done in PLD sessions.	
<b>Empowered and Capable Staff:</b> Jireh Christian School is a member of a Community of Learning/Kahui Ako of likeminded schools.							<b>- Oversight Sandra</b>
	See Community of Learning/Kahui Ako Achievement Challenges.						

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Reporting to BOT	Next Steps
<b>6. Evaluation for Improvement and Innovation:</b> We are a community that evaluates, inquiries into our performance and uses data to help us improve student data.							
<b>Orientation and Alignment</b>	Common Schoolwide Inquiry and Evaluation Practices 2019. Inquiry-based learning and evaluation practices become a powerful force for learning when embraced by the whole school. The cycle and recording will be done on OneNote.	Sandra	Term 1	Teachers will do testing and use data to inform the inquiry.	Term 1, 4	<b>Data will inform what teachers craft their inquiry around. ESOL students in the area of writing will be a main school focus for improvement.</b> <b>Term 4 2019 data will be compared to Term 4 2018 to plot progress of students for ESOL students and for all students data from Term 1 and 4 will be compared using the curriculum levels as a bench mark. New focus learning areas and cohorts of students will be decided upon from data.</b>	The Manu Learning Area Leaders will be doing an inquiry to do with exploring play based learning in an open, flexible environment using team teaching Maliah will be doing an inquiry around the effectiveness of the Prime Maths programme Vicki will do an inquiry around staff well being Lesley and Charmaine will lead the inquiries on effectively teaching and learning of ELLs as the within school leaders of our kahui ako.
<b>Development and Consultation</b>	Introduce inquiry cycle and use data to form an inquiry in every class to raise achievement levels.	Sandra LoL	Term 1	Inquiries are set up and recorded on OneNote.		<b>Inquiries are being formed in the Learning Areas. All OneNote books have been developed and have been introduced to the Leaders of Learning and Learning Areas</b>	
<b>Implement Action Plan</b>	Inquiries are carried out through the year and form part of the appraisal process.	LoL teachers	Term 2 - 4	Inquiries are regularly reflected upon and changed as needed. Discussions and focussed observations with Buddy Coaches.		<b>PLD by experts in the field around teaching as inquiry will be coming to school to do one on one with teachers around their specific inquiry. TOD will have PLD on effective inquiry as part of our kahui ako achievement challenges. Our In School lead teacher will be carrying out an inquiry around ESOL teaching across the school. Inquiries are well underway with teachers sharing their learning in LA meetings, this will be extended to staff meetings when the PLD on ESOL commences in term 3. The first round of buddy coaching observations have been concluded, new goals set and the second round will be in Term 3.</b>	
<b>Monitor</b>	Inquiries are regularly reflected upon and changed as the need arises to ensure efficacy.	LoL Buddy-coaches	Term 2 - 4	Inquiries form part of the appraisal process.		<b>Inquiries are being carried out across the school and are aligned to school strategic goals and informed by data. The first round of buddy/coach observations are running as part of the appraisal cycle. All observations, buddy coaching pre and post meetings to reflect and set new goals are written up in OneNote and aligned to the Standards for the Teaching Profession, (STP)</b> <b>Teachers will have a final reflection, setting new goals and next steps at a final debrief with the principal at the signing off of their practice together with an attestation.</b>	
<b>Evaluate Progress</b>	Positive changes in practice and achievement	LoL Sandra	Term 4	Students' achievement levels are raised.		<b>Student data from 2018 will be compared to data in 2019 to plot progress across the school.</b>	



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<p><b>1. Well Being:</b> The Overall wellbeing of students is raised in all dimensions to develop student resilience and grit. - Oversight Sandra</p> <p><b>2. Learning Support:</b> The overall achievement of ESOL students is raised. - Oversight Sandra</p> <p><b>3. Key competencies:</b> All students are increasing in their knowledge, skills and attitudes of the key competencies. These include thinking, relating to others, managing self, participating and contributing and using language symbols and texts - Oversight Sandra</p>							
Orientation and Alignment	Staff are provided with information and a proposed action plan for implementing the different Kahui Ako achievement challenges.	ASL WSL	End of Term 1	Staff feel informed and connected to the Kahui Ako.	Term 2	Our Within School teacher will be doing an inquiry to establish the needs of our school in the are of ESOL students- the target cohort for 2019. <b>Whole school inductions to introduce the staff to the Across the Schools Leaders and what their role encompasses have occurred.</b>	In 2020 the focus will be equipping teachers and teacher aides to effectively teach and design a learning programme for ELLs. We will start investigating key competencies/future focussed learning dispositions, working towards framing these dispositions around our JCS student outcomes. We will write up a means of tracking progress through their years at school in each area; <ul style="list-style-type: none"> <li>- Connected</li> <li>- Contributing</li> <li>- Christ Cantered</li> <li>- Confident</li> <li>- Continually Learning</li> </ul> Some PLD in the area of well-being will take place at the TODs
Development and Consultation	All teachers are grouped into a dimension related to Kahui Ako implementation such as; data gathering, and dimension leaders are appointed.	SM WSL	End of Term 1	Staff feel connected and part of a Kahui Ako team.	Term 2	Two induction meetings with the Within Schools and Across Schools Leaders to ascertain job descriptions and scopes of work to be carried out. <b>Across School Leaders have introduced their roles and met the staff and have carried out PLD at staff meetings and parent meetings with more to come. The Within School Leader meets regularly with the kahui ako Leaders</b>	
	Teachers review the implementation plan devised by the Kahui Ako leadership and co-construct the final two-year plan.	SM WSL ASL	End of Term 2	Teachers have ownership of the implementation plan.	Term4	<b>A review of the plan and the implementation of it over the next 2 years will be drawn up.</b>	

	Teachers are provided with strategies and information to implement and achieve the plan.	ASL WSL Dimension Leaders	TODs Term 2 and 3	Teachers are equipped and prepared to implement the initial action plan.	Term 2, 3	<p><b>PLD is in place in the form of:</b></p> <ul style="list-style-type: none"> <li>- <b>TOD X 2</b></li> <li>- <b>Afternoon sessions X 6</b></li> <li>- <b>Parent meetings</b></li> <li>- <b>One on one for teachers with experts</b></li> </ul> <p>PLD at TOD, with expert partners and with Parents and at staff meetings have occurred with more to follow, covering the three main dimension.</p> <p>Bev Norsworthy has done some good work with key competencies from a biblical perspective. The school student outcomes will be tweaked to include all the key competences and will be JCS's desired learning dispositions for our students. We will be looking at constructing a means of measuring success in our students against the Student Outcomes. This will be done collaboratively with students, staff and parents.</p>
<b>Implement Action Plan</b>	Teachers implement the first phase of the implementation plan.	ASL WSL	End of Term 3 - Term 2, 2020	Teachers confidently outwork the agreed plan.	Term 3, 2020	
<b>Monitor</b>	Progress and engagement towards achieving the achievement challenge is monitored.	ASL WSL	End of Term 3 - Term 2, 2020	Teachers receive regular feedback about the impact their modified practice is having on student outcomes.	Term 3, 2020	
<b>Evaluate Progress</b>	The achievement of the Kahui Ako goals are evaluated and next steps are planned	ASL WSL Teachers	Middle of Term 4	Data is analysed by teachers and the Kahui Ako leadership evaluates the impact of the plan on improving student outcomes.	Term 4	

# Jireh Christian School Work Plan 2019



Focus Area: SLAMS Initiatives, (Service, Leadership, The Arts, Mission and Sport)

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>1. Service:</b> At Jireh Christian School students are encouraged and given opportunities to be outward focussed.							<b>– Sarah and Lesley</b>
<b>Orientation and Alignment</b>	Strategically partner with community service groups to reach out into our community.	Sarah Thomson Lesley Venter	Term 2, 4	Build good relationships with local organisations where we can serve.	Term 2 and 4	We are partnering with Avondale Feed the Streets with families donating blankets, non-perishable foods, clothes and toys which will be taken to the organisation to distribute. Christmas presents will be collected and collated to give to Feed the Streets Avondale. Next year we will be looking at some of our students going to help prepare and serve meals with Feed the Streets Avondale.	A small group of students go and help at, Feed the Streets Avondale, prepare and serve lunches. A different group of students go each week so that many get an opportunity to serve. This will be along with collecting blankets etc and Christmas presents and supporting, through mufti days, prayer and letters, our TEAR Fund sponsor child.
<b>Development and Consultation</b>	The establishment and maintenance of relationships with other organisations who are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'.	Sarah Thomson Lesley Venter	Term 2, 4	Good, ongoing relationships with local organisations where we can serve.		A visit to our local rest home will be done in term 4 by the Manu team where they serve Moring tea, entertain the residence, make them cards and sit and talk to them. Term 4's learning focus is Service Learning where students are going to get to know a missionary and a school in need in Samoa and will be raising funds during market days to send to these causes. Both these causes are linked to the school, one a former teacher now missionary and one a school know to our Samoan community with links in Samoa.	



<b>Implement Action Plan</b>	The students will be given opportunity throughout the year to give and serve in the local community. 'Feed the Streets Avondale' Rest Home Visit Christmas presents for those in the Avondale community who are in need.	Sarah Thomson Lesley Venter Teachers Students	Term 2 - 4	Provide food, clothing and blankets to 'Feed the Streets Avondale' and wrapped Christmas boxes in Term 4. Visit and perform at local rest home.	
<b>Monitor</b>	Feedback from the organisations as to the helpfulness of what we do and how we can do better.	Sarah Thomson Lesley Venter	Term 2, 4	The organisations we serve are happy to have us back and believe that we add value.	
<b>Evaluate Progress</b>	Discussions with staff to ensure that we are meeting legitimate needs and ensuring we are putting our efforts in the right places so that learning is happening for the students as well as blessing others.	Teachers	Term 4	Staff are supportive and proactive in ensuring the success of the service initiatives.	<p>Friday morning assemblies are used as a place to give God perspective on why we care for the needy- Matthew 25 and during our Daily Devotions programme. The students are responding generously to the Feed the Streets Avondale appeal which is currently underway.</p> <p>Staff have requested more opportunities to practically practice redemption and restoration. This will be given impetus in term 4's service learning unit.</p> <p>Service Learning has been one of the focus aspects of the Special Character PLD this term.</p>

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>2. Leadership:</b> Servant leadership done by example through service underpins the Year 7 and 8 Leadership programme.							- Vicki
<b>Orientation and Alignment</b>	Provide service-oriented leadership opportunities for students of Tiwai.	Vicki	Term 1	Build a commitment to serving in the Tiwai learning area.	Terms 2 and 4	Students have been chosen as house leaders, by Tiwai team of teachers.	
<b>Development and Consultation</b>	Outline opportunities for service to Tiwai students and provide an opportunity for them to offer according to what they sense God is calling them to.	Vicki, Tiwai teachers	Term 1	Students will offer to serve because they want to/are led to, by God.		Students have volunteered to be wet-day monitors. More service opportunities are in the pipeline.	<b>Introduce a Head boy and girl Further develop the two weekly leadership role More leading of assemblies by Tiwai students and House Leaders.</b>
<b>Implement Action Plan</b>	The students will be given the opportunity throughout the year to lead and serve in the school through house leadership, wet-day monitors, bus monitors, Assembly set-up and leading, school picnic organisation, house competitions etc.	Vicki Tiwai teachers Students	Terms 1 - 4	The school community will be served through the actions of leadership shown by Tiwai students.		Bus monitors have been appointed; Assembly set up & Tech team is functioning each Friday; <b>One house leader is responsible for sharing the house points via PowerPoint each week.</b> House leaders ran tabloid sports at annual school picnic . <b>Tiwai students have now been established as wet-day monitors, P.E. shed monitors and they help the duty teacher as appropriate.</b> House leaders have engaged with the students in their houses through the fun activity of a house lolly scramble. Senior students will be leading a whole school Assembly at the end of Term 3. <b>Two houses are joining forces to provide a lunchtime competition.</b>	

						From Student feedback a new layer of servant leadership has been implemented. All Tiwai students have the opportunity to be a servant leader of the school for 2 weeks in pairs. These leaders are visible to the student body by wearing hi viz vests during morning tea and lunch breaks, praying for student needs through a prayer box in the library, organising sports games and generally engaging with the younger students. New leaders are announced at whole school assemblies.	
<b>Monitor</b>	Regular meetings will be held with house leaders for support and training	Vicki Students	Terms 1 - 4	House leaders will grow in their understanding of servant-leadership.		<b>Vicki met with the house leaders and helped them prepare for running the picnic; Vicki took the house leaders to a Future Leaders' Day run by Sport Waitakere during which leaders like DJ Forbes inspired them to serve and lead well. Vicki is meeting with the house leaders regularly and they are brainstorming and looking at opportunities to provide lunchtime activities for students - and to build house collegiality. Two houses are joining forces to provide a lunchtime competition in Term 3, while the other two houses are doing the same for Term 4.</b>	
<b>Evaluate Progress</b>	Discussions and feedback from students and teachers to ensure that student leaders are meeting needs and serving effectively.	Vicki	Terms 1 - 4	Make adjustments based on feedback from students and teachers.		House leaders commented that they enjoyed serving at the picnic. Teachers commented how well they ran the games and the care and confidence they exhibited to other students. Students felt they were not given enough visibility and not looked up to by the younger students. A new layer of leadership has been introduced to ensure this perception is changed by giving higher visibility to the students in Tiwai and giving them another leadership opportunity.	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>3. The Arts:</b> To ensure that all students have the opportunity to participate in the performing arts							<b>- Sandra</b>
<b>Orientation and Alignment</b>	Whole school Production where all students are involved with main parts and classes doing chorus, crowd scenes and dances. <i>A tea garden of Poetry reading, art exhibition and music recitals- all the students own work.</i>	Staff Parents	Term 4	Whole school participation. Talented students are identified and given the opportunity to develop and grow performance skills.	Term 2	As a staff we have felt that a full musical production was too much to take on in our second year and will leave this for next year. <i>Instead we are going to run a cultural event showcasing the cultivation of excellence and confidence in the Arts.</i>	A mini musical- Christmas Around the World The Kapa Haka group to perform public ally at various places.
<b>Development and Consultation</b>	Decide on a whole school production with the performing arts and music teachers. <i>Prepare work to be on display, read and played for the tea garden morning.</i>	Sandra Greta Linda	Term 1-3	An appropriate script which will have a meaningful impact on students' lives is chosen. <i>Collaboration around poetry writing, art projects and music recitals will be done across the school and with outside experts.</i>	Term 1	<i>Staff and students are preparing for this event as part of the Arts learning programme in the areas of visual arts, music and drama in the form poetry recital</i> <i>Tiwai have made preparation for the Day of Delight during their Wow Week and during art lessons through the year. Ika learning area have been preparing musical items to play as have the itinerant music teachers.</i>	
<b>Implement Action Plan</b>	Appoint people to roles of director, wardrobe, props, music, front of house and backstage.	Staff Parents	Term 2, 3	People are chosen to fulfil functions that they are good at and are able to contribute with excellence.	Term 3	<i>The Music Education Centre is running an interactive workshop this term for the whole school in two groups they also have a number of students learning a</i>	

	<p>Rehearsals begin with auditions in Term 2. Production in Term 4.</p> <p>Enlist the Music Education Centre programmes, working in tandem with our current piano teacher to promote students learning instruments. Ensure Art and Language written lessons are preparing students to showcase their work.</p>					<p>variety of instruments; violin, piano, guitar and drums. Whole class music lessons in Ika where the students are learning to play the ukulele and xylophone.</p>
<b>Monitor</b>	<p>Ensure that the rehearsals are tracking so that the show will go on, on time. Ensure that suitable and outstanding material is being prepared</p>	Sandra	Term 3,4	<p>Stick to a comprehensive rehearsal schedule and ensure that enough time is given. Art, language writing (poetry) and music lessons are rigorously preparing the students for the showcasing event.</p>	Term 3, 4	<p>A Day of Delight will be held in Term 4 showcasing the arts at JCS.</p>
<b>Evaluate Progress</b>	<p>Dress and technical rehearsals. Tea garden with cultural experiences.</p>	Parents Staff	Term 4	<p>A successful production is produced. Parents and students' feedback about the value of the event in encouraging excellence and confidence in the Arts.</p>	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>4. Mission:</b> Mission days afford students the opportunity to creatively find ways to raise money to support missions all over the world. – Oversight Sandra							
<b>Orientation and Alignment</b>	Two Mission Days will be held where students are given seed money and in groups are required to find a way of generating money. This can be done through a service, making crafts or edible things to eat or entertainment and games.	Teachers Parents	Term 4	Students are motivated and have a good understanding and a real passion for participating in the Market Days to raise funds.	Term 4	Two mission Days have been planned and two causes chosen. Many LA will be supporting Miriam Shilston a former teacher at JCS who is now serving as a missionary in Madagascar. Ika and Tiwai will be looking at raising support for a school in Samoa which burned down and requires rebuilding. Service learning will form the basis for the inquiry in Term 4	Perform with the kapa haka group at different places as a form of worship, in particular at the end of year Christmas party at Feed the Streets Avondale
<b>Development and Consultation</b>	As part of the learning programme, the concept of giving and reaching out to spread the gospel, will be explored. Worthy missions with links to our community will be identified and researched.	Parents Teachers		Students have a good knowledge and understanding of the missions they will be supporting.			
<b>Implement Action Plan</b>	Learn the importance of being involved in missions as part of Jesus' mandate to go into all the world and preach the gospel to all nations. Find missions with some connection to our community and learn about them. In groups with a parent helper and seed	Teachers Parents		Students grasp the importance and their part in the fulfilling of the great commission.		The life story of missionaries and God is hope will e the focus for the learning for the term and will form the Daily Discipleship and whole school assembly programme for the term.	

	<p>money devise a plan of how to raise money at Market Day.          Hold Market Days.          Present the money to the various missions.</p>				
<b>Monitor</b>	<p>Check in with groups to ensure that their ideas are viable and will be ready on time for Market Day.</p>	Teachers		<p>Creative and effective ideas are conceived and executed successfully to ensure money is raised for the designated missions.</p>	<p>Students will be put into groups with a parent supporter and they will devise ideas to raise money on their market day. They will be given seed money, which will be paid back , to start their ideas or make things for market day.</p>
<b>Evaluate Progress</b>	<p>Check in with groups to ensure that their ideas are viable and will be ready on time for Market Day.</p>	Teachers		<p>Successful Market Days are held, and enough money is raised to make a difference to the designated mission organisations.</p>	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>5. Sport:</b> A varied and rich sports programme is presented so that students have every opportunity to experience and participate in a variety of sports							
<b>Maliah</b>							
<b>Orientation and Alignment</b>	Be an active and contributing members of the Auckland Christian Schools Association. To participate in after school competitions, e.g. ABSL Basketball and Waitakere cricket.	Teachers Parents	All Year	Build relationships with other sporting organisations. To encourage our students to be good ambassadors for the school.	Term 1 - 4	<p>-In Term 1 we took part in ACS - Touch held at Moire Park. We entered three teams.</p> <p>-We worked with Waitakere cricket to deliver cricket lessons to the Juniors. Teachers and students worked well with Sam.</p> <p>- On behalf of Auckland cricket, Sam came to school on Tuesday lunchtimes to umpire 2 games of cricket. This was for IKA students only.</p> <p>Term 2 –</p> <p>We will enter soccer and netball teams to participate in the ACS tournament.</p> <p>TERM 3:</p> <p>We have 3 teams entered for ACS soccer (postponed event). We will have a team of Y5-8 students participating at the ACS cross country.</p>	We will join the local sports cluster in addition to the ACS cluster
<b>Development and Consultation</b>	Introduce a new sport for the cluster - Cricket Day. This initiative is to expand and add more sports to provide a platform for	Teachers Helpers	T4	Build relationship with Papatoetoe cricket. Due to		The ACS Cricket day will be run by JCS in Term 4.	



	students to share their gifts in this area. It allows smaller schools to participate.			weather it was cancelled.	
<b>Implement Action Plan</b>	<p>Connect with local organisations to support our sporting programme. This will upskill our teachers to be confident to teach sports. Participate in after school tournaments.</p> <p>Find helpers to assist with organising cricket, with Papatoetoe cricket. PE to be delivered twice a week in the school programme. A variety of small, large balls, gymnastics and swimming sports was delivered to students. Introduce lunchtime in-house sporting competitions. Parent association granted our proposal to buy new sport uniforms (different from the school PE gear).</p>	Teachers Helpers	All Year	Students level of participation and enthusiasm towards sports grew.	<p><b>Term 1:</b> -Sam from Waitakere cricket delivered cricket lessons.</p> <p><b>Term 2:</b> -Margaret Smilde, a PE teacher for college students designed and is delivering netball sessions to Y3-8 students. This will run for the first 6 weeks of the Term. -IKA DAP lessons allow Miss Tato to deliver PE lessons to IKA students.</p> <p><b>Term 3:</b> -Dance Sport is delivered to IKA and TIWAI students for four weeks. This is taken by a specialist. -Whole school will have gymnastic lessons for four weeks at Tri Star in Mt Roskill. TriStar will provide professional coaches to guide and support our students.</p>
<b>Monitor</b>	Check in with students on their interest to participate in after school tournaments. The level of students wanting to participate in a variety of sports offered by ACS grew during the year.	Teacher students	All year	<p>Term 2 - we won the basketball league at Unitec.</p> <p>Students wanted to continue.</p> <p>Number of students wanting to participate in sports grew.</p>	<p>-Working to draw student interest to participate in after school tournaments.</p> <p>-Working to draw parents to volunteer to coach teams for after school tournaments.</p> <p><b>TERM 3</b> There was an opportunity for Y3-4 students to participate in an after school mini-basketball tournament in Mt Roskill. Information was sent out to parents, unfortunately, we didn't receive a great interest to enter a team.</p>

<b>Evaluate Progress</b>	Number of teams entering for tournaments grew during the year.  Review at Auckland Christian Sport meeting.	Teachers	T4				
<b>Evaluate Progress</b>	Number of teams entering for tournaments grew during the year.  Review at Auckland Christian Sport meeting.	Teachers	T4				

# Jireh Christian School Work Plan 2019

## Focus Area: Ministry of Education Target and Initiatives for 2019



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<p><b>1. INITIATIVES - Digital Learning:</b> Staff and students are competent users of digital devices for learning and demonstrate computational thinking and the ability to create using digital technologies – Sandra and Greta</p>							
<b>Orientation and Alignment</b>	Staff are given a proposed PL programme and an action plan for achieving the goals of introducing the new digital technologies across the school	Outside provider	Term 1	Teachers gain a good understanding of the new digital technologies curriculum.	Term 1	PLD around the pedagogy and unpacking the meaning of the two new strands of the Digital Technologies curriculum has been done.	Digital Technologies curriculum is happening in all classes. All classes are using BoTs. Teachers have a good understanding of the Progress Indicators for their level.
<b>Development and Consultation</b>	PL programme presented all year by outside provider. Techy buddies are formed in order for staff to support one another.	Techy buddies teachers	Term 1 - 4	Teachers gain confidence in using devices for learning and in running a digital technologies programme.	Term 2 - 4	Term 3 will see the digital curriculum for Jireh School developed and how it will be developed from Yr. 1-8. This will be done in consultation with LoL, Head of e-Learning and outside PLD provider. Ika and Tiwai are using Hapara as an online learning platform. PLD sessions for digital fluency for teachers had been given by the Head	

						of e-Learning. Digital technologies is timetabled for all classes. New i-pad and chrome books have been purchased and are in the process of being commissioned.
<b>Implement Action Plan</b>	PL programme carried out with staff and learning is carried into the classroom. Many students used unplugged K'Nex to learn the concepts of coding. Ika use Scratch to learn coding and Tiwai will be bridge building to learn the concepts of coding and STEM.	Teachers Greta	Term 1 - 4	Teachers learn ways of teaching the digital technologies curriculum, devising a learning programme.	Term 3 - 4	PLD will recommence this term with an outside provider on the pedagogy and implementation plan. A digital curriculum has been written for JCS from NE-Yr.8. It includes fluency, cyber safety, computational thinking and digital outcomes. This is to be fully implemented in 2020. The curriculum was formed by the input of teachers, other schools and a consultant.
<b>Monitor</b>	Progress and engagement towards achieving the goals of introducing the digital technologies programme.	Sandra Greta LoL	Term 1 - 4	Regular discussions and reflection on how the programme is going.	Term 1 - 4	The teachers will be receiving PLD on how to carry out the curriculum and work with the new material, Bots etc. will be given in Term 4.
<b>Evaluate Progress</b>	The goals are evaluated, and next steps are planned.	Greta Sandra LoL	Term 4	A learning programme across the school is devised where skills are built on as the students' progress through the school.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress	Next Steps
<b>2. TARGET STUDENTS – ESOL: Raise the achievement for writing for ESOL students.</b>							<b>- Sandra</b>
<b>Orientation and Alignment</b>	A significant number of students are second language speakers. To ensure that ESOL students are progressing at a rate which will ensure that they meet the expected curriculum level in reading and writing. ESOL students develop language for learning in English.	ESOL teacher Sandra	Term 1	Ensure teachers learn to know their students and value their cultural identity. Teachers recognise that ESOL students learn English through the lens of their home language.	Term 2, 4	Cultural studies culminating in a Cultural Week have been part of the learning to help teachers know their students and for students to feel valued and proud of where they come from and what their culture is.	Staff and teacher aides will have PLD in regular staff meetings and at TODs with the kahui ako. More hours allocated for TAs for ELLs support in class and in small groups. The ESOL teacher will be giving the TA working with the students PLD.
<b>Development and Consultation</b>	PLD - teachers will have professional learning - how to teach ESOL students most effectively using an MOE resource with videos and a workbook. Draw on experts accessible from the Kahui Ako for PLD and sharing between schools.	Sandra	Term 1, 2, 3, 4	Teachers engage in the PLD.		PLD is happening throughout the school during TOD days, staff meetings and one on one without experts in the field.	
<b>Implement Action Plan</b>	e-asTTle testing and ELLP results for each ESOL student in Term 4 2018. Retest in Term 4 2019 to assess progress. PLD with staff and TODs with Kahui Ako.	Teachers Sandra WSL ASL	Term 4 2018 Term 4 2019	ESOL students make significant progress, move up two or more curriculum, sub-levels as measured by easTTle.		Term 4 2019 data will be compared to term 4 2018 using the eAsTTle writing test as an assessment measuring tool.	

<b>Monitor</b>	Check in weekly meetings in Learning Areas. IEPs for those who are a year behind the expected curriculum level. Meetings twice a year to gauge progress and to form new goals. Action Plans for those who are less than a year behind the expected curriculum level. This is continually updated as needed. Writing progressions are used to plot progress and identify next steps.	LoL SENCO	Terms 1 - 4	IEP and Action Plan goals are met, and new goals are regularly set moving students up through the writing progressions as recorded in students' progression files.	Action Plans have been written for all students 1 year or more behind. Consultation and collaboration within each Learning Area to strategies and share professional knowledge and ideas to help improve student outcomes. WSL is undertaking a school wide inquiry around the teaching of ESOL students, identifying areas of strength and areas for improvement.
<b>Evaluate Progress</b>	Teachers have a greater understanding of how ESOL students learn. They use the ELLPs to help frame the learning programme and next steps.	Sandra, ESOL teacher	Term 2, 4	Teachers are enabled to teach ESOL students effectively.	The effective teaching of ESOL students will continue with PLD for the TAs and the teachers into 2020.



# SPECIAL CHARACTER



## SPECIAL CHARACTER

### EXECUTIVE SUMMARY

It is our passionate desire to do all that is in our power to ensure that our special character is authentic and informs and undergirds all of school life. We endeavour to do this in a number of ways;

This year we introduced the JCS values; Love, truth, faith in Christ and hope. Daily Discipleship lessons happen across the school and are centred around a central theme, (a characteristic of God) and a JCS value, these dovetail with our broad inquiry topic. This is to ensure that our special character is integral to all learning and tackles real life contexts and problems which students investigate, explore and find solutions to. Students engage in problems facing humanity in the 21<sup>st</sup> Century and consider what the Bible, as authoritative truth, has to say and how we should respond and live as His people in His world. The speeches the students wrote and delivered on various aspects of pollution were generally well considered and had strong evidence of an informed Biblical debate to this problem in its various forms.

This is achieved through thoughtful, collaborative planning as a whole staff to form the big question and context for the term's learning. We use the creation-fall-redemption-restoration model as a guide to this planning phase. The more specific areas of the topic to be explored are planned collaboratively in Learning Areas and the students are given space to have their own wonderings and questions to explore as part of the inquiry process. All inquiries have an intentional question encouraging Biblical engagement with the topic. Students' findings, solutions and learning are shared.

Learning areas have assemblies weekly where they share a devotional time. The students often lead this time, growing in their ability and confidence to share their faith journey and encourage others. Every Friday morning we meet as a school to enjoy assembly together. The time is spent in worship, a devotional time focussing on systematically working through the Biblical narrative. In term 4 a series on the lives of missionaries was shared. The assemblies are taken by the Principal. We also have a variety of guest speakers who challenge and teach devotions through puppet shows, story-telling, leading worship, dramas and sharing missionary experiences. The Senior student leaders lead prayer for requests which are in a box in the library where students place their prayer needs.

We are intentional about being the hands, feet and heart of Jesus to those in need in our School community and within the wider community. This is done through foodbanks, helping local social agencies by providing food, clothes and blankets, Christmas boxes (Samaritan's Purse), sponsoring a TEAR Fund child, visiting rest homes, paying for those in our community who are not able to afford camps, trips, uniforms, etc., providing meals for those in need due to various circumstances. Two Market Days were held to help raise money for a school in Samoa which burnt down. In so doing we are endeavouring to be Christianity in action. We have a parent prayer meeting every Wednesday morning and a prayer request box in the reception area.

In terms of mission we sponsor a TEAR Fund child as a school. The students hold a Mufti Day once a term with a gold coin donation and write to the sponsor child periodically throughout the year for birthdays, Christmas, etc. We hold Market Days where students are given seed money in groups which they use to generate money to give to mission organisations which are linked to people in our community, this could be local or further afield in Samoa, Tuvalu, Rarotonga etc. We are looking to send a Year 7/8 mission team to Cambodia and Fiji in the future.

The most critical factor in ensuring authentic, powerful, life-changing special character influence is found in the teaching staff. We endeavour to do this in a number of ways. Once a week teachers engage in special character professional



learning. We pray as a staff on Monday mornings and have angels and mortals on-going through the year so that all staff are covered in prayer and a culture of care and consideration for others is fostered.

**Highlights** – the Special Character Triennial Review by the KingsWay Trust was very positive. I include the executive summary here:

Jireh Christian School is a wonderful blend of rich histories and journeys in Christian education over 30 years, combined with the fresh opportunities created by a newly formed State Integrated School at the beginning of a new journey that is future focused and optimistic for Christ to be at the centre of the learning journey for all stakeholders in the school. The leadership team is well established spiritually, educationally and relationally with 'a heart and love of Jesus' for the children who attend the school. They are developing a sound strategic direction for the implementation of the many strands that comprise the effective delivery of an education from a Christian perspective, or a biblical world view. The newly elected Board of Trustees are similarly committed to the task of ensuring the delivery of education with a Special Character. They are early in their governance journey and understanding of the strategic directions of the school, having been elected within the last two months.

We unpack the concept of Jireh's Special Character as 'a rope with many strands' throughout the report that follows. While there will always be tweaks and changes to be implemented following periods of reflection, the reviewers have not seen a more comprehensive and thoughtful expression of a Christian education curriculum formation or delivery than that experienced at Jireh Christian School. The elements or strands of the rope are able to be articulated by teacher and learner alike, bringing purpose and intent to both delivery and desired outcomes.

At the heart of the school's endeavours, we reflect positively on the dispositions that we experienced in lives of the students with whom we interacted. They are a worthy expression as God's image bearers, a product of the faith, hope and love that surrounds them from a home and school partnership that is genuine and aligned.

**Challenges** – In the course of the year we realised the need for the school to develop and be able to articulate values from which would come a code of conduct for us as a community. From this the need for a code of conduct for staff has arisen and will be developed in 2020. We have a number of families who would like to part of our community but we have reached the maximum number of preferential families, 6%, allowed.

Developing a strong prayer team within the parent community. Our prayer team is currently small and in need of a boost. A greater uptake of praying parents, sharing of needs and ministering to one another so that our community is meeting the needs of families in a wider context which is ultimately hugely beneficial to the students in those families.

## **SELF REVIEW PROCESSES**

Parent feedback is gathered at meetings/forums, through surveys, emails, weekly communications with teachers and conversations. Teachers actively seek feedback around homework tasks and units of study each term.

A summary regarding feedback from parents this year has been that the special character of the school is something they value highly and regard as one of the most important features of the school. They enjoy the loving, family community we have and feel that their children are safe and loved. They are pleased at the prayer and worship in the classes. They have commented on the value they place on teachers' attitudes towards one another. When reporting to parents they requested a summary of the character development of their child as being as important as reading, writing and mathematics and more important than other areas of the curriculum. It is clear from parent surveys that special character is very important and a feature of our school which needs to be closely guarded, developed and nurtured.

Student feedback is gathered intentionally at the end of each unit of work and through wellbeing and Friendly Child Surveys.

All surveys are collated, summarised and shared with teachers and students where appropriate. Teachers discuss collaboratively how to ensure student well-being and safety. School wide and small group programmes assist students who need help with behaviour, friendship issues, loss, grief and other difficulties. Teachers pray with students and

students are given the opportunity to share their needs and pray with one another. Teachers reflect on students' feedback in written form when collating well-being and student voice surveys and at the end of units of work. This reflection informs teaching and learning, and social decisions made in the class for the well-being of students and the improved teaching and learning programme and delivery.

## **EXTERNAL REVIEW**

The Special Character Triennial review was conducted by KWT. I have included the executive summary above under highlights.

## **ACTION POINTS**

The areas to be focused on from our emerging review would be:

- To develop a visual story to show clearly how the SC is carried out at JCS as per the recommendation of the KWT- a rope with seven strands
- To develop the servant leadership opportunities in the Tiwai area of the school
- Develop an assessment rubric to capture the valued JCS student outcomes
- Unpack and introduce the KWT Theological Framework with the staff and roll out the SC Guidelines as appropriate to our community.

## **STAFF DEVELOPMENT PROGRAMME**

### **Special Character Professional Development:**

Each Wednesday morning of the school year, the Deputy Principal has led staff professional development for the purpose of encouraging the teachers' growth as Christian educators. She has purposefully targeted their worldview, personal relationship with God and sought to inspire them to a greater cognisance of God at work in their daily practice.

The teaching staff developed the JCS values and unpacked the depth of scope in meaning what they would look like in action. The staff also worked through aspects of Transformation by Design, looking at how to structure learning from a Creation-Fall-Redemption-Restoration model. And used this to inform planning.

### **Daily Discipleship Programme for Students:**

The Deputy Principal has written the Daily Discipleship programme for students from N.E. to Year 8 on behalf of the teachers. Each term, the plan is shared with the teachers with the intention that they will take the ideas presented to them and adapt them appropriately for their own students.

She wanted to write a devotional programme that responded to the greatest commandment – to love the Lord with all our heart, soul, mind and strength – and that incorporated aspects of putting feet to what was happening in the students' hearts.

Inspired by the Interact Curriculum, teachers were asked to identify the key aspects of God's character that they would want their children to know and understand. A 3 year cycle was being written for Daily Discipleship, therefore the top 8 aspects in response to the feedback from teachers were chosen. In that cycle, the students learn that God is:

- One God
- Faithful
- Holy and wise
- Peace
- Grace and truth
- Creative
- The Servant King
- Love

It was felt that it is important to not just know these truths about God but to be challenged to respond to each one. If God is holy and wise (and He is) then I am called to be full of integrity and act with wisdom; if God is Peace (and He is), then I am called to live in His peace in the midst of turmoil and be a peacemaker in this world.

So, each term focuses on an aspect of God's character and our call and from midyear on the JCS values. Based on that, students will be immersed in the Big Story of God's Word and they will be taught the key stories in God's Word that highlight God's character. Over the two years, children will have encountered every book of the Bible to a lesser or greater degree. The teachers are encouraged to help children understand that God's Word is not a book of stories, it is One Story from beginning to end – and every book within the story contributes and reinforces the big story of God's redemptive plan.

The Deputy Principal has also been led to develop learning activities in the Daily Discipleship that enable children to respond with their head (knowledge) and heart (understanding) and hands (action/service).

At JCS, we value the spiritual development of our students, but we want them to see that God is integral to their understanding about all aspects of life. That's why we want them to love Him with their heart, soul, mind and strength!





# SCHOOL EVALUATION



## SELF-EVALUATION CYCLE 2019 - 2021

	STRATEGIC	REGULAR
<b>2019</b>	Growing the roll and promoting the school - getting known in the area.	Well being Learning Area: Digital Technologies Key Competencies
<b>2020</b>	Special Character (External) ERO (External)	Finance Support staff Learning Area: Mathematics Special needs
<b>2021</b>	Developing the campus	Health & Safety Learning Area: Languages Property





# SCHOOL REPORTS

## Annual School Report to the Board of Trustees

**Year**

2019

**School**

Jireh Christian School

This report needs to reassure the BOT that effective education is happening in your area of the school.

### Annual Summary- MANU LEARNING AREA

This section includes a summary of any key information that the BOT needs to be made aware of including requests, staffing, pastoral care, strengths, weaknesses, opportunities, threats.

#### Introduction:

The Manu Learning Area has 4 classes, 2 of which are multilevel and 1 of which is job-share. We have 85 students currently and are expecting 3 more in Term 3 and 4 more in Term 4.

#### Strengths:

The Manu team has experienced, professional teachers who are committed to presenting a Biblical worldview and developing the foundational skills necessary to be continuous learners. Our team continues to work together very effectively using our strengths for the corporate good of the whole team.

Systems that were set up last year (e.g. resource room) are working smoothly.

Teachers are confident to share their expertise in areas and the rotations for Inquiry has been beneficial in using teacher strengths. This has given opportunity for the students to work with all teachers in the syndicate and has created a strong collegiality among teachers.

We have a fortnightly Learning Area assembly where we focus on our devotional programme at an age appropriate level and encourage community. This term we have introduced our Shining Stars awards as a response to the Friendly Kid Survey. Its aim is to encourage sociable behaviours on the playground and across the year levels.

There is room for staff members to develop in their leadership skills and pedagogy. Teachers have regular team meetings where they discuss any concerns about students and data, set goals for the students and feedback about how learning is going. Each teacher in the team leads professional development in our team meetings which links to their personal inquiries and is aimed at upskilling the rest of the team. Collaborative planning and team reflections on teaching and learning programmes enable us to best meet students' needs.

Parent participation on trips and in-school programmes e.g. Cultural Week shows the great value parents put on being part of the community. Parents are supportive of teacher initiatives e.g. homework and help with simple administrative chores e.g. filing in some classes.

Visits to local kindies and work on our transition to school programme is contributing to our roll growth coming from the local community.

The teacher aide support staff in the learning area are a vital part of the team.

The new curtains, carpets and general maintenance of the classrooms is appreciated and makes for a more welcoming learning environment.

The gardens and fencing are appreciated and being put to good use e.g. planting activities for Inquiry.

In Years 2 and 3 home input into the Devotional Programme through learning Memory Verses is significant.

#### Weaknesses:

We have not been able to get PMP up and running as quickly as we would have liked. This is a focus for Term 2.

No i-Pads in school due to thefts has made it difficult to implement technology programmes.

#### Opportunities:

Play-based learning using the deck area and having both classrooms working on stations Kahui Ako and In-house Parent Education, (e.g. resilience, parenting, reading workshops)

### **Threats:**

Small classrooms with larger number of children, big class sizes  
Small space to do PMP – we need a hall  
Implications of new entrant students starting half way through term on classroom environment and students

### **Special Character**

This section could include any initiatives or existing programmes that ensure the Christian special character is enhanced.

- All planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students thinking and engagement.
- Special character underpins all area of the curriculum and is integrated throughout the curriculum area. Planning is done thematically with an overriding attribute of God for each Term. Topics are arranged around this theme.
- Fortnightly assembly which is part of our Devotional programme
- Whole school assembly on Fridays, working through our Jireh values
- Students memorise scripture weekly.
- Students are encouraged to share testimonies and pray with each other in class.
- Visit to Selwyn Village to sing carols. This will become an annual event.

### **Accelerating Student Achievement: Maori**

*How effectively does this school respond to Māori students whose learning and achievement needs acceleration?*

This section could include:

- Graphs showing value added and an update of progress and achievement of students who identify as Maori
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e. Inquiry or Ka hikitia)
- Professional Development to assist staff in implementing the RAP
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori

### **Raising Achievement Plan:**

We are continually assessing if we are meeting the needs of our Maori students. Across the Manu team our Maori students are meeting curriculum levels.

### **Modified conditions to ensure student progress and achievement for Maori achieving as Maori:**

#### **Maori achievement**

- A large number of Manu children are involved in the weekly Kapa Haka group and performed for Cultural Week. These children are the next generation leaders.
- All planning is looked at from a Biblical world view and from a Maori context. As part of learning enquiries students are intentionally answering questions about Maori world view.
- Te Reo is being taught intentionally and used as everyday language in the classroom through waiata, commands and incidental learning such as counting. Year 3 is having a 10 week module on Te Reo and tikanga this term.
- Students learnt their mihi and how to introduce themselves. This allowed families to share their family heritage with their children.
- Whanau involvement at many opportunities e.g. Cultural Day which showcased Maori culture through displays and activities.



<p><b>NEG 1</b></p> <p>The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Achievement data graph summaries by year level</li> <li>• Examples of comparative progress reports showing value added improvement (if applicable)</li> <li>• Programmes that cater for diverse learning needs e.g. sport, electives, option choices</li> </ul>
<p>Children in the Manu area are participating in a number of programmes offered by the school to cater to diverse learning:</p> <ul style="list-style-type: none"> <li>- Art Club</li> <li>- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.</li> <li>- Chess Power every Tuesday, run by a specialist.</li> <li>- Music lessons run by two outside agencies.</li> <li>- Outside specialist to run our sport programmes e.g. netball, cricket, swimming and gymnastics.</li> <li>- Rotations based on teacher strengths to ensure different learning needs are catered for.</li> <li>- Craft Club run by Mrs Mitchell</li> <li>- Students participate in excursions/incursions outside the classroom e.g. school trips to Corbans Estate, Zoo, Arataki, Stardome</li> </ul>
<p><b>NEG 2</b></p> <p>Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Learning support programme description</li> <li>• Example of IEPs</li> <li>• Other initiatives such as Pathways faculties</li> </ul>
<p>Vicki Morris (DP) oversees our Learning Support programme and conducts IEPs.</p> <p>Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.</p> <p>The school has two Teacher Aides who works across the school. They facilitate small groups ranging from phonics to reading comprehension. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and in withdrawal groups.</p> <p>Outside agencies are referred to when necessary. RTLB, a speech therapist and occupational therapist visit students who need extra support in these areas.</p> <p>Staff have completed professional development on The Functionality of Behaviour with the psychologist from MOE.</p> <p>ESOL children are supported in class by an ESOL teacher.</p>
<p><b>NEG 3</b></p> <p>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Innovative programmes that focus on preparing students to be Christ-centred, confident, connected, contributing and continually learning.</li> <li>• The inclusion of initiatives, e.g. such as BYOD or ICT incorporation.</li> </ul>
<ul style="list-style-type: none"> <li>- The Jireh outcomes are ongoing with greater understanding by the children.</li> <li>- School wide planning reflects one outcome for the Term e.g. Term 2 = Christ-centred</li> <li>- We are unpacking our new Jireh values starting with Faith in Christ this term.</li> <li>- We are working on a school-wide technology plan which will look at the various strands and how they can be incorporated into the curriculum.</li> </ul>

- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning and take risks, to become 21<sup>st</sup> century learners.

#### NEG 4

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

This section could include:

- Initiatives and programmes that lay a solid foundation for early learners
- Examples of feedback and correspondence with parents

#### Learning Area wide initiative:

- Manu learning area send a term overview at the beginning of each Term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home.
- Teachers sends a weekly class newsletter to parents which may include tips to help with learning, notices about up-coming events and homework expectations.
- A school newsletter is sent to families fortnightly which shares information and includes a message from the principal.
- We have Parent teacher conferences in Term 1 and 3.
- We send a formal written report to parents, twice a year.
- Parent feedback is welcomed in the form of emails, comments in the communication books and in books sent home for learning to be shared. Year 3 Devotions and Inquiry books are sent home at the end of a topic for the students to share their learning and parents to give feedback.
- This year we plan to have workshops for the parents looking at topics such as resilience development and how to help with reading at home.

#### NEG 5

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

This section could include:

- A list of literacy and literacy programmes and initiatives that are being offered
- Science and technology programme opportunities and initiatives
- How physical activity is promoted in your area of the school

#### Literacy Programmes and initiatives:

**Writing Progressions** – These are being used across the school with the Year 2s and 3s learning to set their next steps and plan their learning from them. The Year 1s are learning to use checklists to help them plan and write. The whole Manu team uses the same exemplars (at the appropriate curriculum) level so that there is shared language and understanding of expectations.

**Coding/Technology** –computational thinking is part of our Mathematics and Literacy programmes. Year 2 students complete the L-Plates programme to ensure a good understanding of safe and responsible use of devices.

K'nex activities (making something that meets a specification, bridge building) occurs weekly across the learning area.

**21<sup>st</sup> Century learning** – Teachers support students to co-construct learning by using Learning Intentions, Success Criteria and feedback. Students are encouraged to take ownership of their learning by being able to articulate their next steps and formulate a plan.

**Specialised People** are used to support students in Sports, Arts and Technology. Opportunities such as:

**Music** – Many of the Manu students have keyboard and guitar lessons.

**Sports** – This year Manu has enjoyed cricket and netball sessions and later in the year we will have Swimming and Gymnastics lessons. Teachers also conduct fitness and other ball skills. Some of the Year 3s have participated in outside tournaments.

**Arts** – Classes receive wonderful art lessons from educators at Corbans Art Estate as well as making use of our in-house specialist during rotations.

**Excursions/Incursions** – Trips to Corban Estate, Zoo, Arataki and Stardome in 2019.

**Community Events** – Manu Team Picnic, School Picnic at Cornwallis, whanau coming in as guest speakers, family barbecues, Cultural Week.

#### **NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

This section could include:

- Examples of programmes that map learning objectives
- Examples of how students' progress is tracked
- Examples of how programmes are personalised i.e. Students are no longer grouped in cohorts

**Planning:** Teachers use a set template for planning. This is the main planning template which teachers use to plan curriculum. Teachers plan Inquiry together as a team and then plan Literacy and Numeracy independently to meet the needs of their class.

**ETAP:** The teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing and Mathematics. They also use assessment to inform their teaching and planning. Teachers record and track students' academic progress on etap. They update this every time they assess their students. Teachers have their own assessment chart for tracking student's progress like memorising memory verses, spelling words etc.

**INDIVIDUALISED PROGRAMME:** Students who are achieving below or well below have an action plan or IEP which the teacher refers to, reviews and adapts to monitor and accelerate student progress. Students who receive ministry funding have a specific plan in certain areas to cater for their learning needs. The implementation of this programme is the responsibility of the classroom teacher.

#### **NEG 7**

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

This section could include:

- Examples of programmes catering for GATE
- Examples of programmes catering for students with specific learning needs

**GATE:** Students who are working above are extended in the classroom, where learning is catered to their specific needs by using collaborative learning, writing and mathematics progressions. Homework and inquiry projects done in class also provide extension opportunities.

#### **NEG 9**

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

This section could include:

- Actions and initiatives taken to identify and improve the progress and achievement of Maori learners.
- How Te Reo Maori is incorporated as part of the teaching programme
- PD for staff

The school uses <http://www.tokureo.maori.nz/index.cfm/1,188,0,43,html/Series1> to teach Te Reo to all students. Every class has at least 15mins of Te Reo lessons once a week. Teachers use Maori words for greetings, commands, Devotions and topic related and make them visible for students in class. Waiata are part of the school programme.

Students learn to say their mihi (at different levels), learn about Te Tiriti o Waitangi and make their own class treaties. Our "Foundation Stones" inquiry allowed students to look at life in New Zealand through the eyes of early Maori and early European settlers as equal participants in the Treaty.

<b>Annual School Report to the Board of Trustees</b>			
<b>Year</b>	2019	<b>School</b>	Jireh Christian School
This report needs to reassure the BOT that effective education is happening in your area of the school.			
Cultural Week showcased Maori culture.			
<p><b>NEG 10</b> Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations. This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g. Kapa Haka, signage, powhiri, Ka Hikitia</li> <li>• Links with local Iwi and whanau</li> <li>• Programmes that make Maori achieve as Maori</li> </ul>			
<p>School wide planning is done with Maori worldview in mind and a learning approach taken that is accessible by Maori. Kapa haka runs weekly. Cultural Week gave an opportunity for different cultural groups to share their pride and love of their heritage with the students.</p>			
<p><b>Annual Summary- IKA LEARNING AREA</b> This section includes a summary of any key information that the BOT needs to be made aware of including requests, staffing, pastoral care, strengths, weaknesses, opportunities, threats.</p>			
<p style="text-align: center;"><b><u>Introduction:</u></b></p> <p>The Ika Learning Area has 3 classes, 2 of which are multilevel comprising of Year 4/5 and one of Year 6 students. We have 76 students, from Year 4 to Year 6.</p> <p style="text-align: center;"><b><u>Strengths:</u></b></p> <p>The Ika team has experienced, professional teachers who are committed to integrating learning from a Biblical worldview. Teachers are encouraged to use their strengths, talents and expertise in teaching and learning to inspire, challenge and support Ika students in their academic, spiritual and physical development.</p> <p>As a learning area, we have two assemblies during the week. Reasons for this are; to form unity as a learning area and to enjoy devotions led by different teachers. Devotions is focused around the school value for the Term, which the teacher unpacks and shares practical ways for students to demonstrate the value. We have an Ika tree in Taraute which allows students to be acknowledge who demonstrate the fruit of the Spirit. This is to encourage and celebrate students who strive to be more like Christ in their lives. The collective goal is to get to 50 and then Ika will celebrate together. We also use our assembly time to address issues which arise during the Term. In Term 1, Ika students memorised the Lord's prayer, which we say at the beginning of all Ika assemblies and in Term 2, it was Psalms 23. This Term, students will memorise 1 Corinthians 13 throughout the Term. In Term 3 and 4 we will encourage and establish student led assemblies on Thursdays. This encourages student leadership and strong collegiality among teachers and students. We are aware that student led assemblies influences other students to participate and learn from their peers. It provides an opportunity for students to share their faith or how God is working in their lives.</p>			

We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas, providing rich learning for Ika students. Teachers modify planning to suit the academic expectations of their students.

Our team meets weekly to discuss teaching and learning in our learning area. Teachers send weekly plans to the head of learning at the end of each week.

IKA has utilised release teacher's expertise to deliver an effective music program in Term 1 and 2. Through this, we've discovered that we have many students who are musically talented. Students are engaged and it is a better use of the release teachers time to make a difference in our students learning. All students have learnt to play the ukulele. This has given other students who are not exposed to Music the opportunity to explore this in the future.

Over Term 1 and 2 students participated in a rotation DAP programme consisting of Digital, Arts and Physical Education subject areas. This is planned and taught by the Ika teachers, utilising teachers' strengths. Classes rotate during the week.

Ika students all learn together for the areas of Fitness, Sport and Inquiries. This has provided rich learning experiences for students to work with one another across the learning area. They are able to build collaborative relationships and understand unity as a Middle Primary group.

We have a variety of new resources which have supported Ika students learning.

Year 6 students have experienced many successes with 21<sup>st</sup> century learning and the value of responsibility has certainly been evident in students' positive attitude to goal setting as well as taking ownership of their learning.

Inquiry learning has enabled students to experience the processes of acquiring and applying knowledge and utilising the key attributes of learning which are stimulated by inquiry, with a student-centred approach, and a move to self-directed learning.

Most students from Kahawai and Taraute bring their devices to school to support their learning.

We celebrate different cultures within IKA.

The level of behaviour issues has dropped from last year.

#### **Challenges:**

1. Lateness, leaving early from school and extended family holidays remain a school challenge.
2. Disruption to class due to behaviour and special needs students which can exhaust the teacher and put other children at risk. This means a lot of time is being spent on one child which takes away from the other students.
3. Students in Morihana without access to one to one device.
4. Lack of school devices to support students learning in Term 1 and 2.
5. The composite of Y4-6 is challenging in the sense of maturity level of Year 3's coming into Year 4. The expectations are greater for the Year 4's.
6. The increase number of ESOL students who struggle with literacy. This increases every year.

#### **Opportunities:**

1. More desktops in Ika classrooms. We currently have 3 working in each class but are very slow.
2. New initiatives to support student's well-being e.g. Seasons for Growth and the hip hop social programme at St Marys.
3. New chrome books for students to use to support teaching and learning.
4. Using Hapara for online workspace.

5. To work with Joanne Robertson on teaching inquiry.
6. PR1ME Math program, introduced in Term 3.
7. New playground and field opened this Term.

**Threats:**

1. Bus fares next year may impact on roll due to increased costs.
2. Losing Year 6 students to other schools.
3. Losing younger siblings when the oldest child leaves Jireh Christian School for high school.

- All planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students' thinking and engagement.
- Special character underpins all area of the curriculum and is integrated throughout the curriculum area. Planning is done thematically with an overriding attribute of God for each Term. Topics are arranged around this theme.
- Weekly assembly which is part of our Devotional programme.
- Students lead discipleship times.
- Whole school assembly on Fridays, working through the Bible chronologically.
- Students memorise scripture/passage weekly.
- Students are encouraged to worship, share testimonies and pray with each other in class.

### **Accelerating Student Achievement: Maori**

*How effectively does this school respond to Māori students whose learning and achievement needs acceleration?*

This section could include:

- Graphs showing value added and an update of progress and achievement of students who identify as Maori
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e. Inquiry or Ka hikitia)
- Professional Development to assist staff in implementing the RAP
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori

#### **Raising Achievement Plan:**

We have been working on becoming more bi-culturally responsive and to embed the practice of Maori learning as Maori, giving Maori culture and Te Reo a higher profile. This is being done in terms of learning content, pedagogy and world view.

#### **Modified conditions to ensure student progress and achievement for Maori achieving as Maori:**

##### **Maori achievement**

- All planning is looked at from a Biblical world view and from a Maori context. As part of learning enquiries students are intentionally answering questions about Maori world view.
- Te Reo is being taught intentionally and used as everyday language in the classrooms.
- Classes follow an online te reo programme for 15mins, weekly.
- Students learnt their mihi as part of their introductions at the beginning of the year.
- Whanau involvement at many opportunities.

**NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

This section could include:

- Achievement data graph summaries by year level
- Examples of comparative progress reports showing value added improvement (if applicable)
- Programmes that cater for diverse learning needs e.g. sport, electives, option choices

Children in the Ika area are participating in several programmes offered by the school to cater to diverse learning:

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.
  - Chess Power every Tuesday, run by a specialist.
  - Music lessons run by two outside agencies.
  - Outside specialist run our sport programmes e.g. soccer, cricket, swimming, touch, Dance Sport and gymnastics.
  - Ika students are learning together e.g. Fitness, Sport and Inquires. This has provided rich learning experience for students to work with other students from other classes. Utilising teachers' expertise.
- Inquiry learning has enabled students to experience the processes of knowledge creation and the key attributes have been learning stimulated by inquiry, with a student-centred approach, and a move to self-directed learning, and an active approach to learning.
- DAP has been introduced this year with all students having weekly session with a teacher specialising in an area.
  - Students participate in excursions outside the classroom e.g. school trips to the zoo, Arataki, dance sport, guest speakers, healthy eating show, Avondale walk, Seasons for Growth program and a social programme through the medium of Hip hop.
  - Weekly Musical Theatre classes run by experts.

**NEG 2**

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

This section could include:

- Learning support programme description
- Example of IEPs
- Other initiatives such as Pathways faculties

Vicki Morris (DP) oversees our Learning Support programme and conducts IEPs.

Teacher aides facilitate small groups for reading comprehension and mathematics strategies. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and done in withdrawal groups.

We have an ESOL teacher on site who works four days a week. And an in-class support TA.

Outside agencies are referred to when necessary.

Staff have completed professional development on child restraint and the Education Act with the psychologist from MOE.

**NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

This section could include:

- Innovative programmes that focus on preparing students to be confident, connected, actively involved, lifelong learners
- The inclusion of initiatives, e.g. such as BYOD or ICT incorporation.

- We have established Jireh outcomes and teachers are working towards a shared understanding of the outcomes with the students.
- School wide planning reflects one outcome for the Term e.g. Term 3 = Confident and contributing Learners.
- The school has a BYOD programme from Year 2 to Year 8. In Term 1 the children were requested to undertake the Digital Citizenship programme (if they have not completed the program), However, students cannot bring a device to school unless they have completed this program. Years 4-8 use Chrome books or laptops. This has contributed to more students bringing a device to school.
- Teachers plan learning programmes which will allow students to develop the skills/values from the Jireh Student Outcomes.
- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning and take risks, to become 21<sup>st</sup> century learners.

#### **NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

This section could include:

- Initiatives and programmes that lay a solid foundation for early learners
- Examples of feedback and correspondence with parents

#### Learning Area wide initiative;

- Ika learning area send a term overview at the beginning of each Term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home.
- Teachers send a weekly class newsletter to parents which may include tips to help with learning, notices about up-coming events and homework expectations.
- A school newsletter is sent to family's fortnightly which shares information and includes a message from the principal.
- We have Parent teacher conferences in Term 1 and 3.
- Formal written reports to parents are sent home in Term 2 and 4.
- Parent feedback is welcomed in the form of emails, comments in the communication books and in books sent home for learning to be shared.
- Ika have Class Dojo which allows parents to see what students are learning and where they can give feedback or make comments to the teacher. Students can make comments and give feedback on this app.

#### **NEG 5**

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

This section could include:

- A list of literacy and literacy programmes and initiatives that are being offered
- Science and technology programme opportunities and initiatives
- How physical activity is promoted in your area of the school

#### Literacy Programmes and initiatives:

**Writing Progressions** – These are being used across the school. Students set their own goals.

**Digital Technology** – teaching the students skills on digital fluency.

**BYOD** for students Year 2-8 students to support teaching and learning in the classroom. Students use their device to support their learning.

**21<sup>st</sup> Century learning** – Teachers support students to co-construct learning by using Learning Intentions, Success Criteria and feedback. Students are encouraged to take ownership of their learning by being able to articulate their next steps and formulate a plan.

**Specialised People** are used to support students in Sport, Arts and Technology. Opportunities such as; Netball clinics from Margaret Smilde a PE teacher and parent, Sam from Waitakere cricket, Dance Sport from Taryn.

**Music** – Ika students have piano, violin and drum lessons, taught by specialist music teachers.



**Sports** – Ika has enjoyed Touch Rugby and cricket sessions and later in the year we will have Swimming and Gymnastics lessons. Teachers also run fitness and other ball skills lessons. Some students have participated in outside tournaments.

**Arts** – Music workshops in Term 3.  
Dance Sport will be done in Term 3  
Drama lessons offered by experts.

**Excursions** – Trip to the zoo, school picnic, Arataki, guest speakers on healthy eating and chess.

**Community Events** – School House Picnic at Cornwallis Park, whanau coming in as guest speakers, family barbecues, working bees, Cultural Week, movie night, Walkathon and Boogie Night.

**NEG 6**  
Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.  
This section could include:

- Examples of programmes that map learning objectives
- Examples of how students’ progress is tracked
- Examples of how programmes are personalised i.e. Students are no longer grouped in cohorts

**Planning:** Teachers use a set template for planning. This is the main planning template which teachers use to plan teaching and learning overviews. We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas. This provides rich learning for Ika students. Teachers add day to day lesson progression to the collaborative planning.

**ETAP:** The teachers use formative and summative assessment to track students’ progress and achievement in Reading, Writing and Mathematics. They also use assessment to inform their teaching and planning. Teachers record and track students’ academic progress on etap. They will update this every time they assess their students. Teachers will have their own assessment chart for tracking student’s progress like memorising memory verses, spelling words etc.

**INDIVIDUALISED PROGRAMME:** Students who are achieving below or well below will have an action plan or IEP which the teacher will refer to, review and adapt to monitor and accelerate student progress. Students who receive ministry funding will have a specific plan in certain areas to cater for their learning needs. The implementation of this programme is the responsibility of the classroom teacher.

**NEG 7**  
Success in their learning for those who require learning support by ensuring that they are identified and receive appropriate support.  
This section could include:

- Examples of programmes catering for GATE
- Examples of programmes catering for students with specific learning needs

**GATE:** Students who are working above are extended in the classroom, where learning is catered to their specific needs by using collaborative learning, writing and mathematics progressions. Homework and inquiry projects done in class also provide extension opportunities. We currently have a couple of students who attend MindPlus.

**NEG 9**  
Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.  
This section could include:

- Actions and initiatives taken to identify and improve the progress and achievement of Maori learners.
- How Te Reo Maori is incorporated as part of the teaching programme
- PD for staff

School use <http://www.tokureo.maori.nz/index.cfm/1,188,0,43,html/Series1> to teach Te reo to all students. Every class has at least 20mins of Te reo lessons once a week. Teachers are to use Maori

words and make them visible for students in class. This must be related to the topic. Waiata are part of the school programme.

Consultation of our Maori whanau is done in various ways to ensure parent voice helps shape the teaching and learning programme.

At the beginning of Term 1, students learnt to say their mihi (at different levels) students learnt about Te Tiriti o Waitangi and made their own class treaties.

Students go to Kapa haka once a week.

#### **NEG 10**

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

This section could include:

- Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g. Kapa Haka, signage, powhiri, Ka Hikitia
- Links with local Iwi and whanau
- Programmes that make Maori achieve as Maori

School wide planning is done with Maori worldview in mind and a learning approach taken that is accessible by Maori.

## Annual Summary - TIWAI LEARNING AREA

This section includes a summary of any key information that the BOT needs to be made aware of including requests, staffing, pastoral care, strengths, weaknesses, opportunities, threats.

### Introduction:

The Tiwai Learning Area has 2 classes, both of which are multilevel, i.e. Year 7 & 8. There are 30 students in total, with 17 in one class and 13 in the other. There is an uneven gender mix across the year group with twice as many females as males. The mix within the classes approximately reflects the same ratio, thus both Greta Mackie and Charmaine Stoffels have female-heavy classes. Of the 30 students, 8 identify as Pakeha, 3 as Maori, 5 as Pacific Islanders, 3 as Asian, 4 as Indian, 4 as Other European, and 3 as African. In Year 7 & 8, while there are no MOE-funded students with significant learning needs, a quarter of the Tiwai students require additional support and programme modifications to aid their learning opportunities. The teachers meet these needs by providing the students with access to learning through listening to texts, for example, instead of having to read them. This is a significant challenge at this level of the school because texts in all subject areas incorporate mature and academic language. If students have not experienced English-language rich homes and environments, they are significantly disadvantaged in Year 7 & 8. The gaps become almost insurmountable.

### Strengths

The Tiwai team consists of two experienced teachers who have now taught at this level for more than 2 years. They both bring much life and teaching experience to their classrooms. This year both Charmaine and Greta have been provided with opportunities to teach in areas of curriculum strength. This has enhanced the quality of learning experienced by Tiwai students. They have had access to expert teaching in the areas of Writing, Maths and Science. This team is highly committed to preparing children for their high school years, academically, emotionally and especially spiritually.

As a learning area, we have worked hard to provide the students with a great variety of learning opportunities, including growing leadership gifts where these are evident. The House Leaders for each house are drawn from Tiwai. These students were chosen prayerfully at the beginning of the year, and it has been their responsibility to help organise the school picnic, look out for students during morning tea and lunchtimes, sit with challenging students during whole school assemblies, and run lunchtime activities once a term. At the beginning of the year, all students in Tiwai were offered the opportunity to choose an area of service in the school. Some chose to be wet-day monitors, bus monitors and Assembly tech/set-up monitors. At all times, the students of Tiwai know they are being watched by junior students with an expectation that they will be positive role models for ALL students, in life, in faith, in conduct and in speech. More recently, Ms Bosman has instituted a second layer of leadership whereby two students are chosen to be school leaders for a stint of two weeks. During this time, they are identified by the wearing of hi-vis vests at morning tea and lunchtime. Other students in the school know that they can approach the leaders if they need help in resolving a conflict or just need someone to play a game with. Students across the school are also encouraged to write any prayer needs and place them in a prayer box in the library. At Assembly, the leaders pray for those needs. They also prepare a short inspirational/devotional thought to share with the whole school.

Planning is generally done collaboratively, although occasionally teachers take responsibility for a unit and share their planning with each other. A number of units throughout the year have been developed upon previously planned units provided by the Leader of Learning.

Tiwai students are taught Maths and Writing in their year group cohort. This has been a positive move for students. They are similarly grouped for their Technology lessons at Elim (MAC). The Technology programme has been enhanced by a Gears' unit taught by Greta Mackie and a 3D printing unit taught by Charmaine Stoffels. Experiencing science in a lab context has been a highlight for Tiwai, too. The development of this curriculum area is vital as these students prepare for high

school science. Greta Mackie has spent much time developing this programme and resourcing the lab so that it is a valuable learning environment.

Students in Tiwai have become increasingly proficient in the use of their devices, accessing appropriately sourced websites, and using a number of on-line graphic organisers and tools to produce evidence of their understanding in a range of curriculum areas.

Opportunities to develop gifts are provided through events such as Sports Camp and WoW Week. Tiwai students have also participated in programmes such as Puberty Plus, kayaking and paddleboarding at Okahu Bay, and a range of ACS sports events. Presently, they are preparing for a curriculum-driven trip to Wellington, as the icing on the cake of their Government/Civics unit. This has been a stimulating learning opportunity as many students knew very little about how a nation is governed and how laws are made. Given the important legislation that is currently being debated, the students have been thoroughly engaged in discussions around assisted suicide, abortion and the legalising of marijuana. Their Biblical worldview on such topics has been refined throughout the unit.

#### **Challenges/Weaknesses**

- A few students are regularly absent or significantly late to school. Attendance at school is vital for achievement. The learning missed during these absences is beginning to show with too many students achieving below an acceptable level.
- Behaviour standards have been particularly challenging this year with the Leader of Learning having to deal with instances of rudeness, disrespect and destruction of school property.
- Trying to make a timetable work so that core curriculum areas are given appropriate amounts of time continues to be a struggle. Greta is a master of timetabling but there simply is not enough time in the day to do all that is required. The use of a bus service that has to leave school at 2.40 means that 30 minutes of potential learning time per day is lost. This translates to 2.5 hours per week which is 25 hours per term and consequently, one month per year.
- Although we say we are a BYOD school, there still are a number of students/families who have not bought in to that philosophy. At Year 7 & 8, students really MUST have their own device rather than rely on the school to provide them with one. So much work is done outside school hours that requires access to the internet – and the students who don't have this are on the back foot.
- There is an increasing acknowledgement that the Tiwai learning area cannot fit into a Primary programme. These students are being prepared for quite a different reality from the rest of primary school. Work is in the pipeline to create a thorough curriculum cycle of 2 years. Working this with the 3 year cycle of the rest of the school is a challenge. Much prayer and wisdom are needed in the implementation of this so that a sense of unity and consistency is maintained across the school.

#### **Opportunities**

- PLD provided through our connection to a Kahui Ako is increasing teachers' understanding of how to teach ESOL students.
- Many opportunities for co-curricular learning are often presented to Tiwai. We are endeavouring to grow this area of the school so wisely choosing which "add ons" we go with could make the Tiwai area of the school more appealing.

### Threats

- In order for students to be well-prepared for the increased workload and deeper content knowledge at Year 7, there needs to be clearer and more consistent standards worked towards in Year 5 & 6, in particular.
- A reasonable number of parents are still choosing to send their children to Year 7 & 8 at other schools. This is one factor that is slowing the growth of Tiwai. If all current Year 6 parents kept their child at Jireh Christian School, the 2020 roll in Tiwai would be at least 40 students.....and this would continue to grow year on year.
- The presence of a Christian school (which goes through to high school) only 5 kms away is an appealing prospect – so when Year 8 students move on to Year 9 at this school, oftentimes, their younger siblings are removed from JCS, thus impacting year groups lower down the school.

### Special Character

This section could include any initiatives or existing programmes that ensure the Christian special character is enhanced.

- All planning is based on the CFRR framework, i.e. creation, fall, redemption and restoration. This model integrates biblical truths, knowledge and skills that shapes our students' thinking and engagement.
- Tiwai students are intentionally challenged to think deeply and Biblically about their Inquiry topics – this often translates into appropriate and responsive action, for example, when studying Government, students have been engaged in Youth Voting for Auckland Council local body elections.
- Daily Discipleship programme takes on a variety of forms, i.e. deep thinking about the Biblical text, worship, prayer and practical outworking.....all for the purpose of encouraging students to love the Lord with all their heart, soul, mind and strength.
- Special character is foundational to all areas of the curriculum and is integrated throughout the curriculum area. Planning is done around an overarching characteristic of God and incorporating our school values of faith in Christ, hope, love and truth.
- Practical expression of life and faith is evidenced in supporting younger students during assembly time, and in the school environment/playground.
- Students memorise and unpack significant scripture passages weekly and engage in peer-to-peer Bible study and reflection times.
- Prayer requests are made known every day and students willingly pray for each other.
- Students are encouraged to share testimonies and pray with each other in class.

### Accelerating Student Achievement: Maori

How effectively does this school respond to Māori students whose learning and achievement needs acceleration?

This section could include:

- Graphs showing value added and an update of progress and achievement of students who identify as Maori
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e. Inquiry or Ka hikitia)
- Professional Development to assist staff in implementing the RAP
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori

### Raising Achievement Plan:

In Tiwai, profile is given to honouring Te Reo and tikanga (Maori practices and concepts) as a normal part of the classroom environment. Senior students are leaders in kapa haka as the kaikaranga and leader of the haka. Charmaine Stoffels leads the JCS Kapa Haka group and continually promotes

tikanga Maori. In Tiwai, students who identify as Maori are achieving similarly to their non-Maori peers.

**Modified conditions to ensure student progress and achievement for Maori achieving as Maori:**

- Students are given honour as kapa haka leaders for special occasions such as performances and outreaches at Church Unlimited and St Mary’s Catholic School, and for the Triennial Special Character Review.
- All planning is looked at from a Biblical world view as well as identifying the Maori worldview.
- Te Reo and tikanga are being taught intentionally and used as everyday language and procedure in the classrooms.
- Whanau involvement at many opportunities.
- Small group teaching.
- Moderated teaching approaches include creative, hands-on and concrete experiences.

**NEG 1**

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

This section could include:

- Achievement data graph summaries by year level
- Examples of comparative progress reports showing value added improvement (if applicable)
- Programmes that cater for diverse learning needs e.g. sport, electives, option choices

Students in Tiwai participate in a number of programmes offered by the school to cater to diverse learning and social needs:

- Chess every week, run by a specialist.
- Music lessons run by two outside agencies.
- Outside specialists to run our sports programmes e.g. soccer, cricket, swimming, touch and gymnastics.
- Participation in Express Yourself – a S.W.i.S. (Social Workers in Schools) initiative to encourage self-management and confidence development.
- A variety of approaches to teaching and learning are experienced in the classroom.....quiet independent learning, peer-to-peer learning, collaborative group tasks etc – all these acknowledge the differing preferences for learning found in the student body.
- Digital Technology (3D printing, etc) is being increasingly incorporated in the Tiwai learning programme.
- Throughout the year, students engage in Hard Materials, Soft Materials, and Food Technology at Elim MAC with specialist teachers.
- Sports Camp at Totara Springs Christian Camp and WoW (focus on Art and/or craft).

**NEG 2**

Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

This section could include:

- Learning support programme description
- Example of IEPs

The Leader of Tiwai is also the SENCo so she oversees the school’s Learning Support programme and conducts IEPs. A very positive and supportive relationship has been built with the RTLB assigned to JCS, and she is regularly in the school providing support, doing observations and ensuring our students are accessing the help they need. MOE support staff are, in the main, very helpful, too, especially the assigned Speech Language Therapist and Psychologist. Much communication takes place between them and the SENCo.

A number of students have Action Plans which reflect specific goals and strategies for raising the achievement of students who are performing a year below their peers. These Action Plans are revisited each term and modified based on the progress made.

Teacher aides support a few of our students particularly in the area of Writing and Maths. The challenge in Tiwai is that students are very self-conscious about being singled out for support. The teacher aides are aware of this and find ways to work with groups of students without necessarily only focusing on the student with learning needs. No students in Tiwai receive ESOL support outside the classroom.

### **NEG 3**

Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.

This section could include:

- Innovative programmes that focus on preparing students to be confident, connected, actively involved, lifelong learners
- The inclusion of initiatives, e.g. such as BYOD or ICT incorporation.

Tiwai teachers diligently share and unpack the JCS Student Outcomes of Christ-centred, Confident, Contributing, Connected and Continually Learning with their students. Skills and attitudes are integral to these outcomes.

JCS encourages BYOD from Year 2 to Year 8. While this has not been without its complications, the students in Tiwai are increasingly adept at utilising technology in the presentation of their learning and in creating appropriate responses to the teaching programme. Tiwai students utilise Class Dojo and their own class website as ports of call for communication with parents about learning. A number of digital resources are used to support students with learning challenges such as Natural Reader, ReadWorks (with voice over reading options) etc.

The Science programme taught by Greta Mackie is a valuable curriculum area that develops 21<sup>st</sup> century skills such as critical thinking, self-management, problem-solving as well as deep scientific concepts. This knowledge base is necessary for any genuine development of solutions to the challenges facing our world.

### **NEG 4**

A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.

This section could include:

- Initiatives and programmes that lay a solid foundation for early learners
- Examples of feedback and correspondence with parents

Tiwai Learning Area sends a term overview letter at the beginning of each term to inform parents of the class programmes for the curriculum areas. Not only does this inform parents but it also provides them with opportunities to lend their knowledge and expertise to the learning programme.

Teachers send class newsletters to parents informing them of current learning foci within the class. These newsletters also outline homework requirements which are always related to the learning in class. Homework is an important component of the Tiwai programme as students must learn to manage their time and work to deadlines, in preparation for high school when they will have several teachers making demands of their time.

A school newsletter is sent to families every fortnight which shares information and includes a message from the Principal. A new initiative called Weekly Wednesday is a newsletter that simply highlights upcoming events and important dates. This is being trialled in an attempt to lessen the volume of communications that parents receive from school.

Parent/teacher conferences took place in Term 1 and 3. Charmaine Stoffels included students in a three-way conference in which students shared with their parents their learning goals and progress.

A formal written report was given to parents in Term 2, and a streamlined written report will be communicated to parents at the end of the year.

#### **NEG 5**

A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.

This section could include:

- A list of literacy and literacy programmes and initiatives that are being offered
- Science and technology programme opportunities and initiatives
- How physical activity is promoted in your area of the school

Writing: The Writing Progressions provided by the Ministry are used across the school. Charmaine Stoffels is the curriculum leader of Writing throughout the school and has encouraged greater use of moderation of Writing across the school to ensure consistency in assessment. Tiwai students have experienced increased confidence with setting goals across a range of writing genre as Charmaine has introduced the strategies of student agency and growth mindset. This has been a specific focus in her own teaching inquiry.

Reading: Unlike the Writing Progressions, the Reading Progressions are yet to be unpacked to the same level of intentionality. Generally, students in this area of the school are no longer learning to read but learning to critically thinking about and apply what they are reading. The focus is on deeper reading skills that will prepare them for engaging with more academic texts at high school, in which students must understand more and more subject-specific vocabulary. The Wide Reading Standard is an aspect of the Tiwai Reading programme that provokes students to engage in a range of genre. Students are not only required to read widely, but they are expected to respond to what they have read.

Mathematics: Tiwai students are taught in year groups for Maths. This is intentional as Maths learning in this area of the school is necessarily incremental, in preparation for high school Maths. Greta Mackie has taught Maths to Year 10 and is highly competent in ensuring that Year 7 & 8 students are as prepared as possible for the learning that will take place in high school. Although the rest of the school is implementing the Prime Maths programme, this is not suitable for Year 7 & 8. However, it is a supporting resource for some struggling Year 7 students. Maths Buddy is an on-line resource that students access for homework tasks.

Digital Technology: Students are learning 3D printing as well as electronics through their Technology programme.

21<sup>st</sup> Century learning: Students are increasingly learning to articulate what they can do, how they are going with their learning, and what their next learning steps are. They are also learning to give and respond to feedback from their teachers and peers. At the senior end of the school, 21<sup>st</sup> century skills of self-management, collaborative learning and problem-solving are vital in preparation for higher levels of learning and participation as citizens in the nation.

Specialist teachers are used to support students in the learning areas of sport, Art, Digital Technology and Hard/Soft Materials Technology, and Mandarin (although this is not taught by a teacher).

Music: A number of Tiwai students participate in itinerant music lessons on the piano and guitar; the students of Nikau have learned the ukulele, while the students of Kotukutuku have learned Maori songs and stick/rhythm skills.

Sport: 8 students from Tiwai participated in the annual Sports Camp held at Totara Springs Christian Camp in Matamata, winning 1 trophy (Human Foosball) and runner-up in two sports (tennis and bowls). Students have also enjoyed Gymnastics and Dance Sport. Some inquiries into alternative and more challenging sports are being made for 2020.....maybe tennis, squash, ice skating or rock climbing.



Creative Expression: Students who didn't attend Sports Camp participated in WoW (Week of Workshops) which included learning about and experimenting with Picasso's techniques, working with flax and making rewena bread.

Art/Mandarin: Tiwai students are taught by Danielle Mitchell, as a specialist Art teacher, for 2 terms in a rotation with Mandarin language learning, taught by Irene Goh, our librarian/teacher aide.

Special events: School picnic, Puberty Plus course, EOTC events: Okahu Bay kayaking and paddleboarding, Tiwai trip to Wellington, Year 8 graduation celebration, pizza lunches for house winners.

#### **NEG 6**

Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

This section could include:

- Examples of programmes that map learning objectives
- Examples of how students' progress is tracked
- Examples of how programmes are personalised i.e. Students are no longer grouped in cohorts

Planning: Teachers use a schoolwide planning template for planning and reflection after the unit. The Deputy Principal plans the Daily Discipleship unit for each term, for the whole school, and teachers adapt the plan to best meet the age and stage of their students.

eTap: Tiwai teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing and Mathematics. They also use the progressions to inform their teaching and planning. Inquiry (and other curriculum areas) are assessed against the learning intentions and often use a teacher-made assessment tool. Teachers record and track students' academic progress on eTap. From these records, school reports are generated. This data is also communicated to the Ministry by the Principal. Teachers maintain their own marks' books for in-class learning such as memory verses, spelling words (for those who need it at this level), journal/diary writing etc.

Individualised Programmes: As already mentioned, a number of students in Nikau have Action Plans. As much as possible, these programmes are modified versions of the main classroom programme. However, sometimes this is simply not possible. As a result, much extra work is generated for teachers who need to develop a completely different plan. While IEPs are in place for funded students, Action Plans (APs) are written for students who may be achieving below the expected curriculum level. This will usually just be in one or two curriculum areas. Skilled teachers will differentiate their core classroom programme to meet the needs of students who have challenges as well as those who need extending. This will sometimes be seen in ability groups within the classroom.

#### **NEG 7**

Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

This section could include:

- Examples of programmes catering for GATE
- Examples of programmes catering for students with specific learning needs

At present there are no students who fully meet the criteria for accessing GATE (Gifted and Talented Education) programmes. However, there are a few students in Year 8 with aptitude in literacy and Maths. Their programmes are differentiated to provide appropriate challenge and development of their gifting.

#### **NEG 9**

Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

This section could include:

- Actions and initiatives taken to identify and improve the progress and achievement of Maori learners.
- How Te Reo Maori is incorporated as part of the teaching programme
- PD for staff

Tiwai students are intentionally taught Te Reo by Danielle Mitchell while she has them for Art. An increasing number of waiata are used regularly in class worship times. In curriculum areas, teachers also seek to introduce Maori words for key concepts, e.g. Maori names for shapes, and Maori words for social science and Biblical concepts such as kaitiakitanga (stewardship) and tumanako (hope).

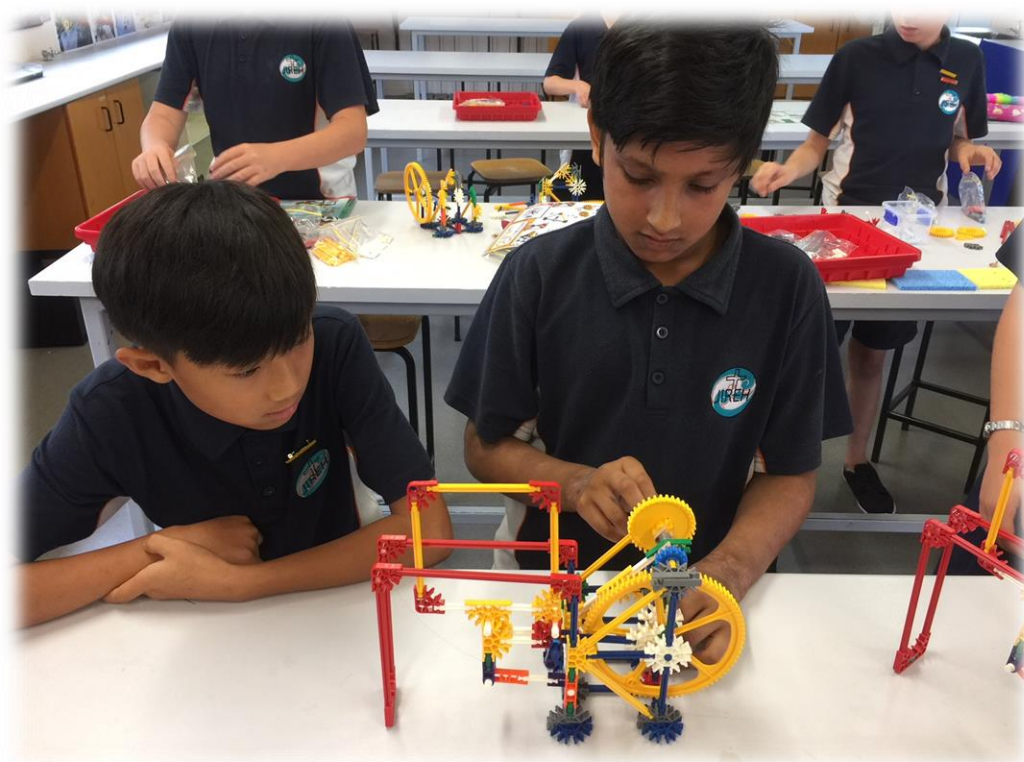
#### NEG 10

Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

This section could include:

- Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g. Kapa Haka, signage, powhiri, Ka Hikitia
- Links with local Iwi and whanau
- Programmes that make Maori achieve as Maori

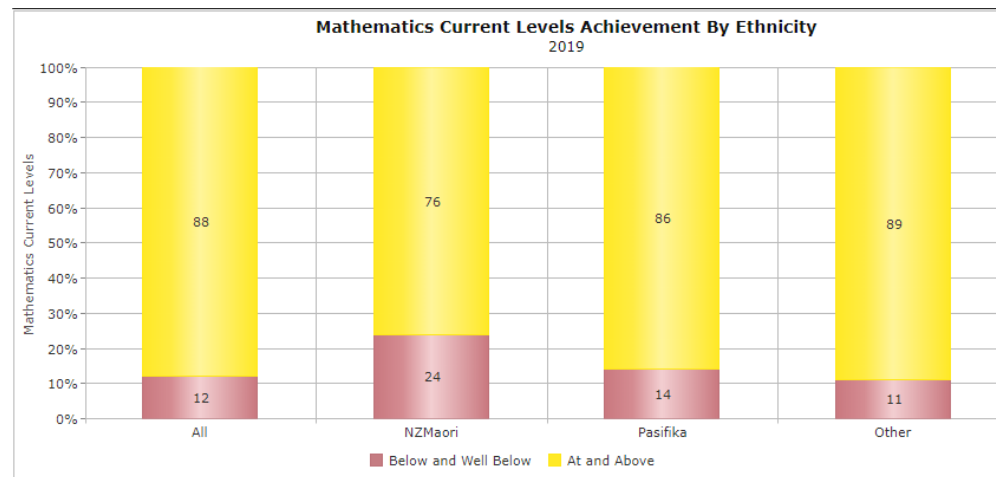
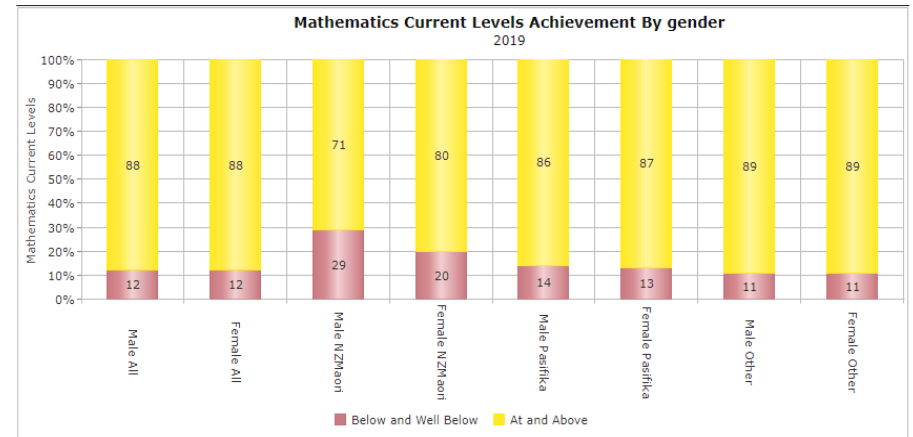
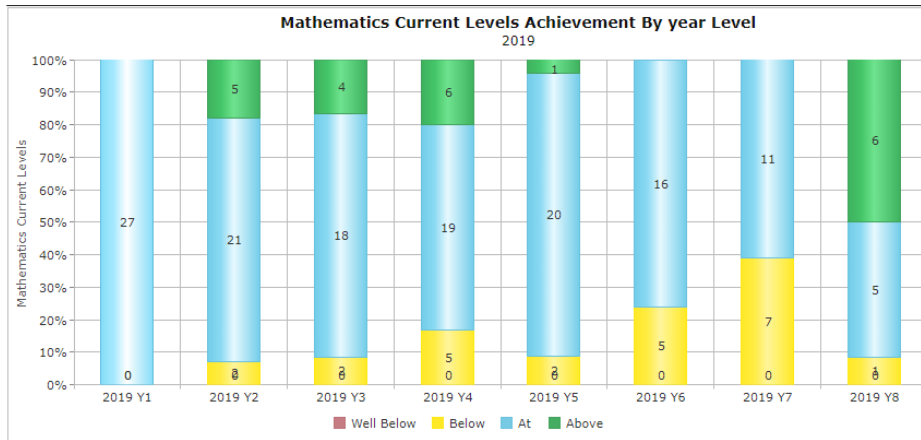
School-wide planning is done with Maori worldview in mind. This requires much support within the Tiwai team as no-one is Maori. Therefore, research is required into what the Maori worldview actually is around certain subjects.



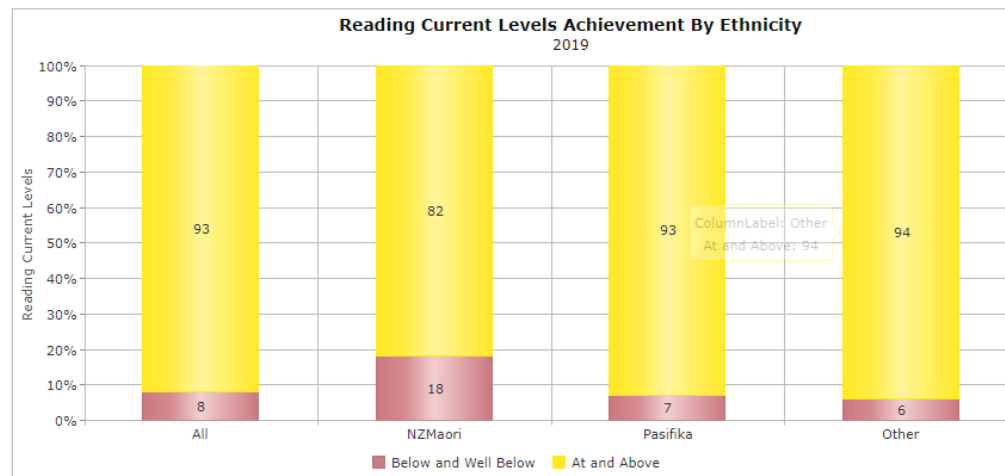
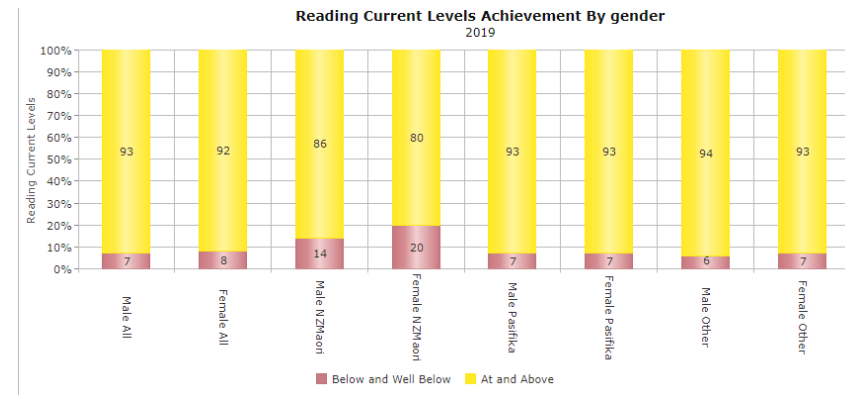
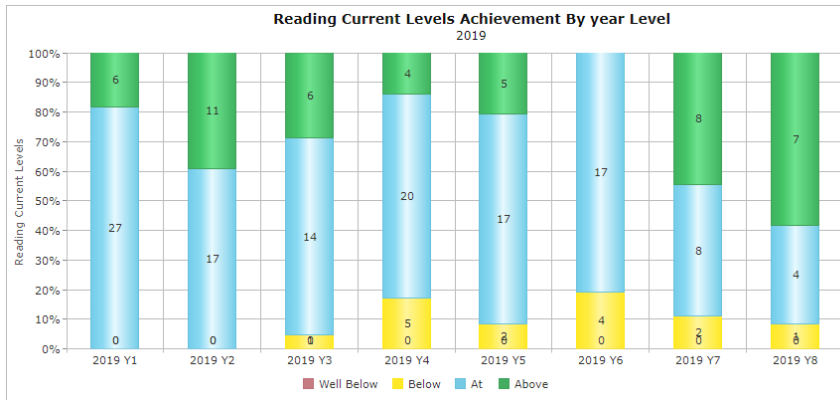


# CURRICULUM LEVEL ASSESSMENT DATA 2019

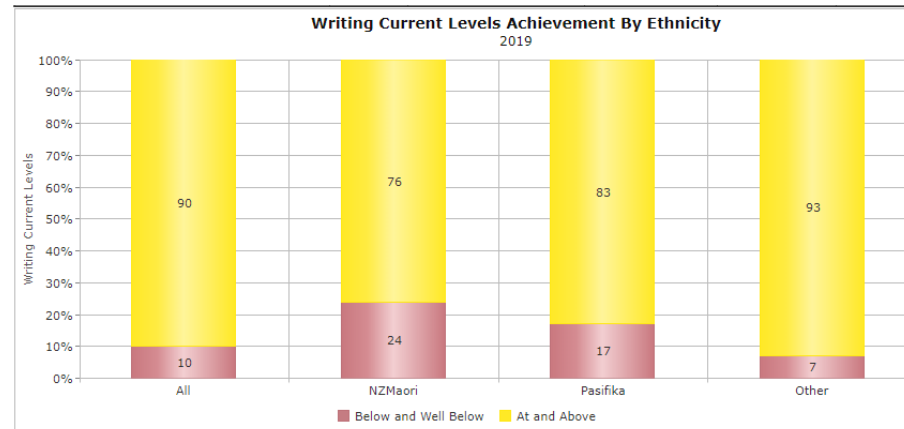
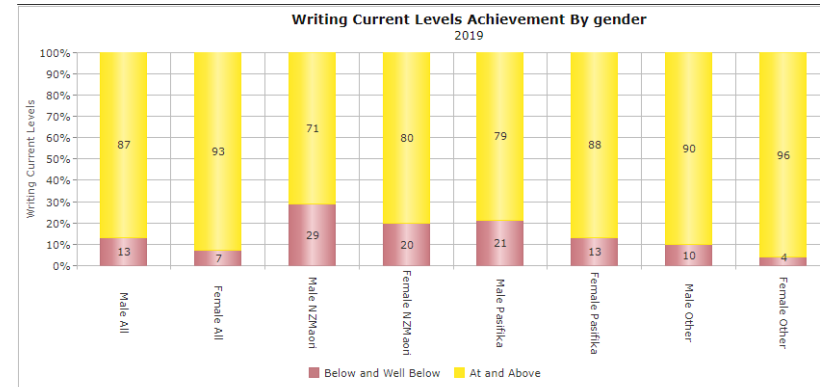
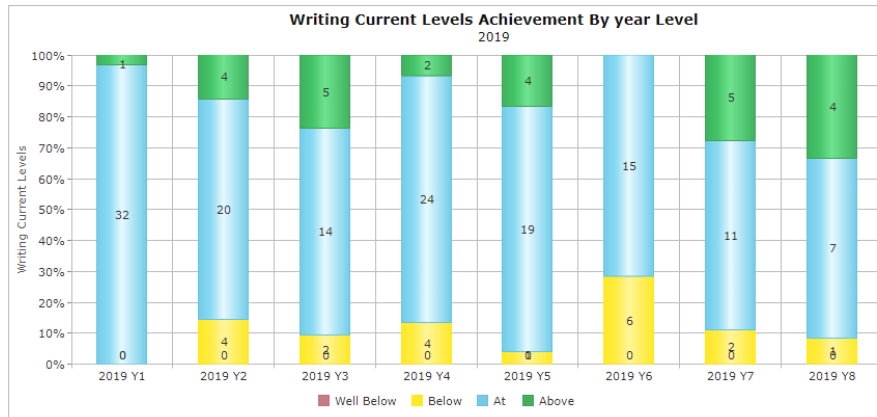
# Jireh Christian School End Year 2019 Mathematics



# Jireh Christian School Curriculum Levels End Year 2019 – Reading



# Jireh Christian School End Year 2019 Curriculum levels – Writing





# SCHOOL TARGETS 2019

## ANALYSIS OF VARIANCE 2019

Jireh Christian School Achievement Targets 2019	
<b>Curriculum Areas:</b>	Literacy - Writing
<b>Key Competency:</b>	Using language, symbols and text to construct meaningful communication
<b>Baseline Data:</b>	ELL students will produce a writing sample in Term 4, (2018) and Term 4, (2019) and the progress measured in terms of curriculum writing levels from Year 2 - Year 8. e-asTTle will be used to measure writing progress.
<b>Strategic Goal:</b>	There will be a focus on a target cohort of students - Years 2 - 7, (2018) Years 3 - 8, (2019) ELL students. This cohort will show significant progress in writing. Significant progress is going up 2 e-asTTle sub levels, (If they are below the expected curriculum level in writing). They will be measured using the e-asTTle tool in Term 4 2018 and then again in Term 4 2019.

Results in Nov 2018	In November 2018 ELL Year 2-7 students were tested using the e-asTTle writing assessment tool and the following results were recorded: Number of students at curriculum levels in year levels											
Curriculum levels	1i	1ii	1iii	2B	2P	2A	3B	3P	3A	4B	4P	4A
Yr 2	8	6	1	2								
Yr 3	2	3	1	3	2							
Yr 4			1		3	1	1					
Yr 5					1	2						
Yr 6		1										
Yr 7												1

Below

At

Above



# ANALYSIS OF VARIANCE 2019

Jireh Christian School Achievement Targets 2019												
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<b>Curriculum levels</b>	1i	1ii	1iii	2B	2P	2A	3B	3P	3A	4B	4P	4A
<b>Yr. 3</b>	1		6	3	4							
<b>Yr. 4</b>			1	2	3	2		3				
<b>Yr. 5</b>					1	1	1	1	2			
<b>Yr. 6</b>			2	1		1		1	1			
<b>Yr. 7</b>				1								
<b>Yr. 8</b>					1						1	

Below

At

Above

## ANALYSIS OF VARIANCE 2019

Number of ELLs who have made significant progress, (progressing by 2 sub-levels within the curriculum levels) in writing from Years 3 - 8 as measured by the e-asTTle assessment	Progressed by 1 level	Progressed by 2 or more sub-levels
Year 3	7	8
Year 4	5	6
Year 5	1	4
Year 6	1	2
Year 7		2
Year 8		

A number of ELLs have gone up by one or more levels in their writing scores, using eAsTTle as the measure of achievement. There is a far greater percentage of ELLs achieving within curriculum levels 2 and 3 by the end of 2019. At the end of 2018, far more students were achieving in curriculum levels 1 and 2 and only one at level 3 across the school. The number of students achieving above the curriculum level in writing has gone from 6 to 18. Although the number of students achieving below the expected curriculum level for writing has reduced from 16 to 8 students, this is still too many who are not achieving at expectation. They will continue to be part of the target cohort for 2020.



## ANALYSIS OF VARIANCE 2019

Action Taken	By Whom	When	Expected Results
School wide pre-test	All students and teachers	Nov 2019	Collect initial data. Identify student needs and classify students into Target Group - ESOL students.
Review beginning of Term 4	Teachers	Nov 2018	Accelerated progress in Target Group.
Weekly meetings	All teachers led by leaders of learning areas	Weekly	<ul style="list-style-type: none"> <li>Discuss and reflect on teaching and learning needs, of both teachers and students.</li> <li>Discuss concerns and celebrate success (short term goals).</li> </ul>
Quarterly meetings	All teaching staff	Quarterly	To track progress of students
Know your learner by both students and teachers	Students and teachers	Ongoing	<ul style="list-style-type: none"> <li>Collaborative home-school partnership and parent support with class programmes.</li> <li>Cultural identity</li> <li>Family student voice</li> <li>Relevant to everyday life</li> <li>Changing practice</li> <li>There will be regular contact between school and home and parents will be engaged in their children's learning.</li> </ul>
PLD's TODs	All teachers led by Principal and leader of Literacy and Leaders of learning areas Kahui Ako focus as one of the achievement challenges 2 TODs	Term 1 - 4	<ul style="list-style-type: none"> <li>Set up differentiated PLD to upskill teachers.</li> <li>Shared understanding</li> <li>Set up writing folders</li> <li>Collaborative planning.</li> <li>Differentiated PLD will be provided to teachers on acceleration and what it looks like for each student.</li> </ul>
Frequent Assessment	All teachers	Term 1,2	<ul style="list-style-type: none"> <li>To gauge efficacy of teaching and learning programme. Reflections on teaching and brainstorming of ideas that will lead to more effective learning.</li> </ul>
Ongoing support			<ul style="list-style-type: none"> <li>Leaders of learning will be actively involved in classrooms to model, provide support and monitor programmes.</li> <li>Practice analysis conversations will take place because of these visits.</li> </ul>
ESOL Support – Small groups/individual In-class support	ESOL teacher and TA	Term 1 - 4	<ul style="list-style-type: none"> <li>Students will receive ESOL support by the ESOL teacher and in class support to assist with their learning to assist with the development of language for learning.</li> </ul>
Teachers assess ESOL students using the ELLPs	Teachers	Term 1, 3	<ul style="list-style-type: none"> <li>Teachers will track student progress using the ELLPs</li> </ul>

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