



# Jireh Christian School

## Annual Report

2020





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## INTRODUCTION

### A Year in Summary

What a year it has been! Some of the thoughts that come to mind are; disruptive, unsettling, but also increased technology skills, Zoom experts, new ways of doing and closer connection, through virtual means, and in our homes with family. It will certainly go down in history as a turning point. As a Christian community of learning we have supported one another and held to the hope we have in an unchanging God, our Rock, Christ Jesus, who is ever present. He has kept us safely in the palm of His hand and as we put our trust in Him, He will continue to do so no matter what happens in the world around us.

Although we have lived through two lock downs a lot has happened in the time we have been at school. I will recap some of the highlights of the year.

We have welcomed 4 new staff members, over 40 new students and opened a second NE classroom part way through the year. A number of babies have been born to staff members and families in our community and we have had a wedding and quite a few significant birthdays to celebrate. Each Term we are welcoming new families and staff to JCS in a formal manner, holding a mihi whakatau.

Students have been on trips, to enrich learning, to the Chelsea Sugar Factory, Corban's Art Estate, a stream study and the Star Dome. Tiwai had a grand time at Kauaeranga Christian Camp in Thames. We managed to squeeze in a House Picnic just before lockdown and once again the students' outfits did not disappoint. House pizza lunches were very motivating and enjoyed by the winners each term. Ika ended the year with a trip to Jump.

Topics investigated this year have ranged from space exploration to learning about great inventions and inventors. JCS had many inventors solving problems innovatively. Their ideas and prototypes were on display at our Expo Days. In the health learning area, we were guided by the NZ Police programme to learn how to 'Keep Ourselves Safe'. Many students have sat a variety of ICAS exams through the year. The Tiwai speeches were of an extremely high standard with some excellent and convincing content delivered with conviction and humour where appropriate. Tiwai did a study on the importance of water. The H<sup>2</sup>O team raised over and above the amount of money needed to reach their goal. The money will be used to build wells, through World Vision, for people in developing countries, where fresh water is in scarce supply. This initiative has been run by a team of Tiwai students who have shown incredible leadership ability and compassion for those in need. The project has been hugely successful and will impact the lives of many people in faraway places who are not forgotten by our God. They are an inspirational group of students.

Digital technologies have been developed throughout the school; coding with Mbots, Microbits, Spheros, Awbie and Beebots as well as creating digitally using 3D printing and other programmes. Digital Ignition held programmes to develop computation thinking. To help those who do not find some aspects of learning easy we have had a Lego group running to encourage healthy social skills and confidence. Google Read and Write is a digital programme helping students get their good ideas into print. Two counsellors have been available for students who have needed it.

We have learnt how God is a transformer of lives, He is all powerful and provides all we need for life and godliness. Our values of hope, love, faith in Christ and truth undergird all we do and provide a rationale for how we treat each other explained in the Jireh Way. Teachers from the Children's Bible Mission came and enriched some of the Daily Discipleship lessons and a new pilot programme looking at the history of Christianity in New Zealand was trialled in the Tiwai classes. What a treat it was to have the Watoto Children's Choir perform at school!

Through the Kahui Ako, teachers have had professional development to be better equipped to plan an effective learning programme for second language speakers. The focus for next year will continue to be on helping second language learners and student and staff wellbeing.

In the sporting arena we had our first Athletics Day. There was cricket, badminton, basketball, swimming, touch rugby, soccer, netball and cross-country coaching. Cricket, touch rugby and cross-country teams represented JCS at the Auckland Christian Schools zone days. Tiwai went rock climbing for the first time and the Manu team enjoyed the Perceptual Motor programme.

As a means of outreach and mission we have supported Benimana, our TEAR Fund sponsor child, through Mufti Days and sending cards. Once again there was generous giving to Feed the Streets Avondale for their Christmas Party. The Manu team visited Selwyn Village and blessed the residents with song and Christmas cheer.

A number of extra-curricular activities and classes are offered for students to deepen and broaden their learning experiences. Some of these are - Young Engineers, Mandarin, Art, Abacus Maths, Coding Club and music lessons for a variety of instruments.

The opening of a Pasifika Homework Centre has been a powerful initiative with the real possibility of accelerating learning for some of our tamariki. The Ministry of Education has acknowledged this in the form of funding to remunerate teachers who provide tutoring at the Centre.

The Makerspace is in full construction and we hope to have this up and running for the start of Term 1, 2021. We will welcome some specialist teachers for next year, they were introduced via the weekly newsletter. The year ended with the Year 8 Graduation Dinner and two Award Ceremonies where we celebrate success in various areas of school life: growth, tenacity, academic achievement and Christian Character.

The Parents Association have put on two BBQs at the start and finish of the year where we have had the opportunity to meet and get to know some of the new families to JCS and connect with those known to us.

This has certainly been another year of growth, numerically and relationally. We managed to squeeze in one Open Day but now have a wonderful virtual Open Day on our website and Facebook page filmed and produced by Frog Productions.

Thank you all for your ongoing support in making JCS a happy, vibrant, God honouring school with lots of exciting learning opportunities for all.

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 226. 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 several suburbs within a 30-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 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 community and developing 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.

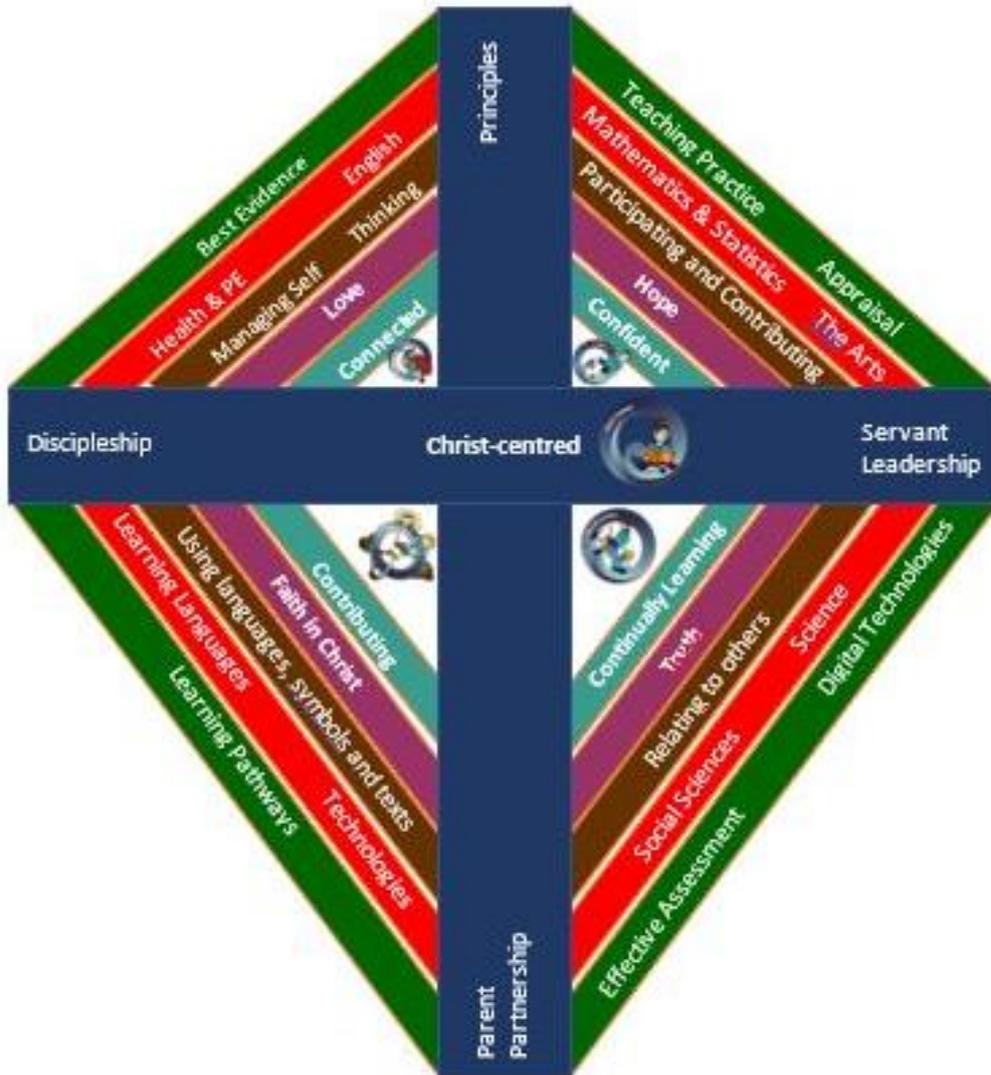


## Motto

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



# Curriculum Overview



- Special Character:** The reason why we exist as an integrated school
- Vision:** What we desire for our students
- Values:** Underpinning all learning, these are to be modelled, explored and encouraged
- 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.
- live to please God through excellence.



### CONTRIBUTING | be able to

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



### 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.



### 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?

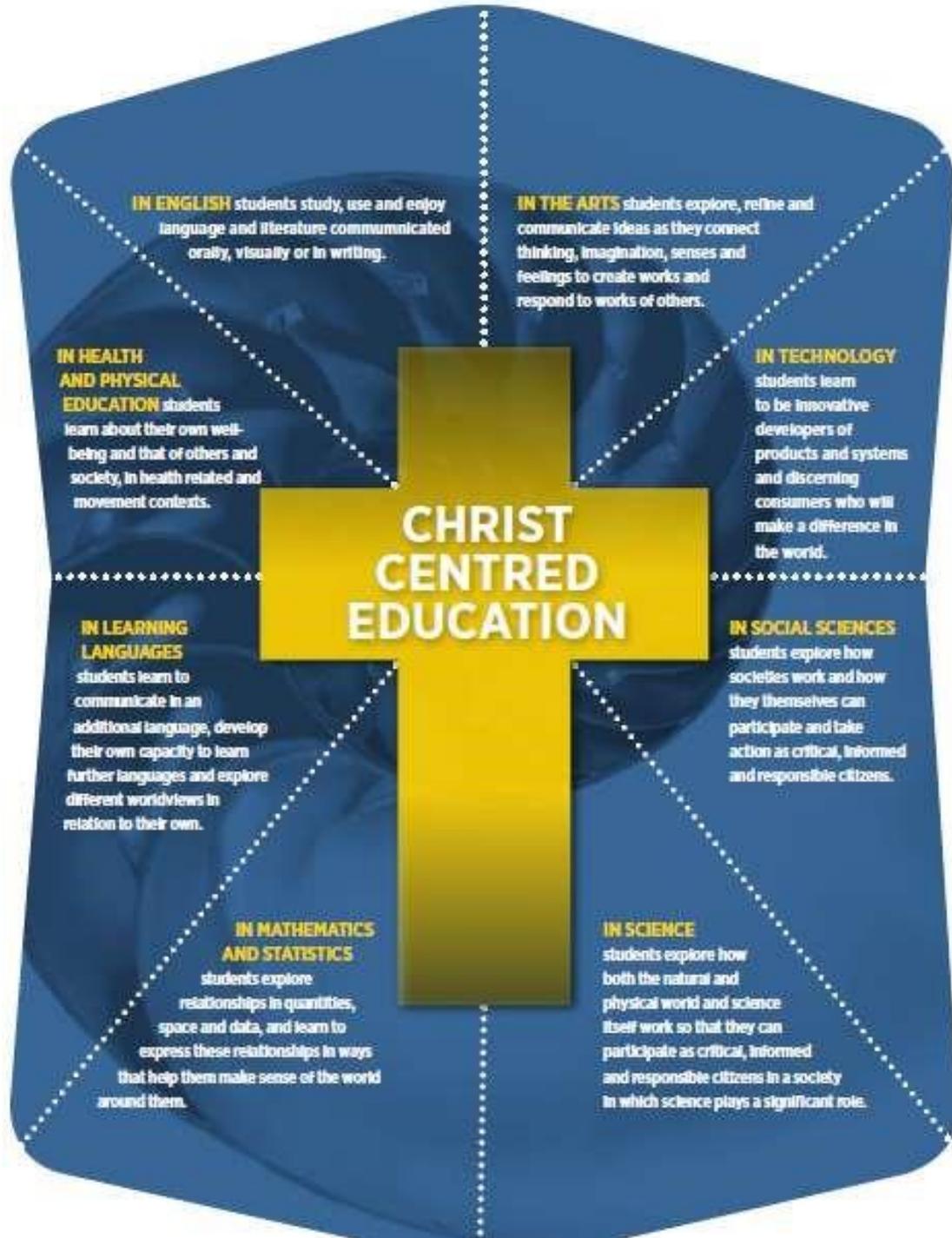
- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori.
- By regular reflection, discussion and evaluation of how each teacher is reflecting tikanga Maori in the classroom in terms of content and delivery.
- By consulting 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.

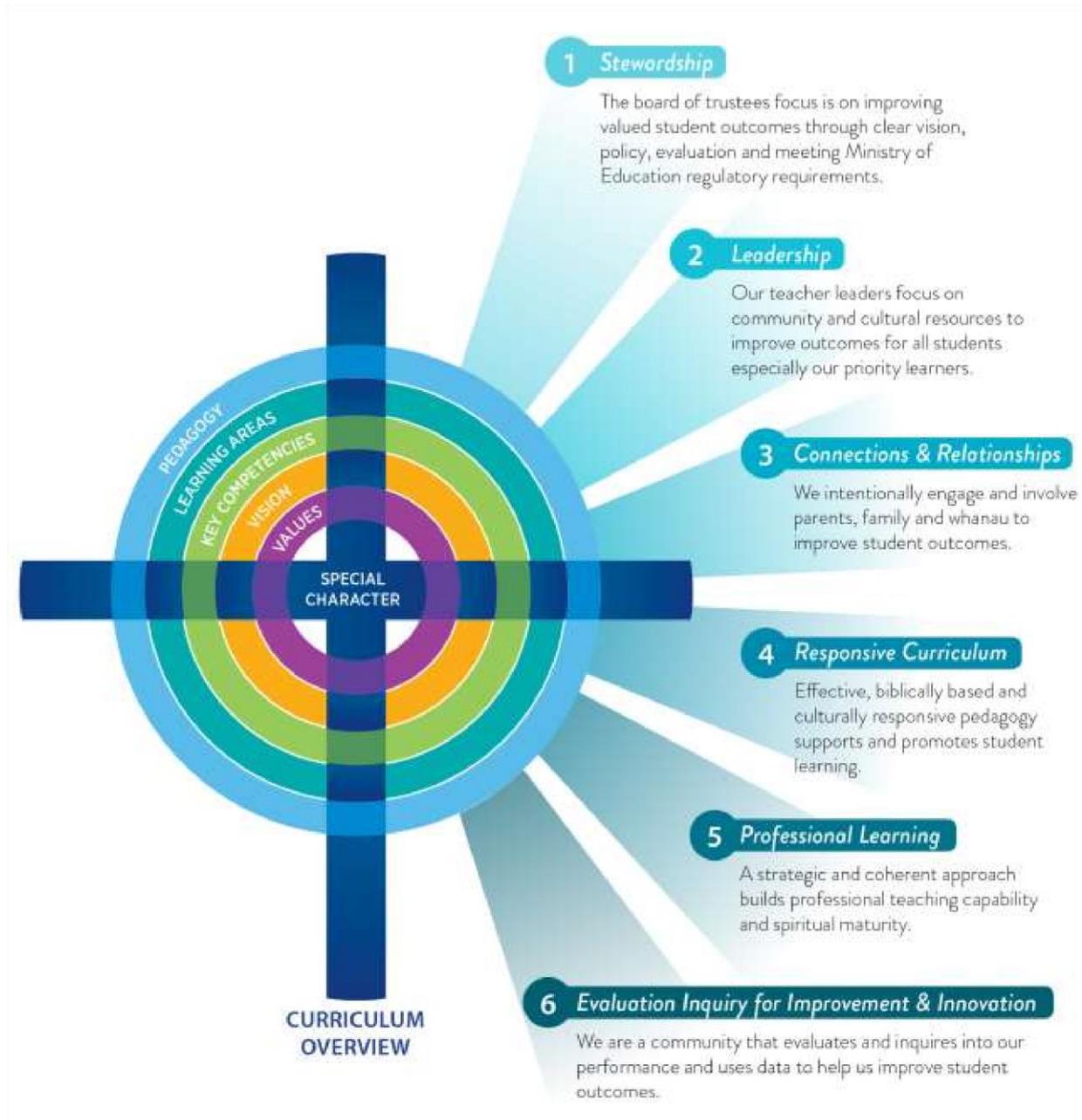
### WHAT WILL THE SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO FOR FULL TIME STUDENTS WHOSE PARENTS ASK FOR IT?

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





# STRATEGIC DIRECTION



# 2020 Strategic Focus

## 1. Stewardship

The BOT is intentionally and actively involved in setting the strategic path for the school for the next three years at the start of **2020**

Internal and External Evaluation Cycle **2020** ERO

The BOT employs external reviewers to systematically evaluate their progress and achievement against well-researched and agreed evaluation indicators to ensure that they are meeting their statutory requirements and governance expectations.

## 2. Leadership

Jireh Christian School Leaders integrate the Educational Leadership capabilities, as identified in the Educational Council Leadership Capability Framework, into all professional learning, development and appraisal. The leadership capabilities are intended to provide high-level guidelines for leadership development based on shared understandings of what leadership in different spheres of influence looks like in practice in schools. The focus is on improving leaders' capability in areas such as curriculum, relationships, leadership, pedagogy to support learners and wellbeing.

## 3. Powerful Connections and Relationships

*- for equity, excellence and community building.*

Meetings with specific whanau groups, including our Korero group, will meet to gain parent voice and aspirations for their children.

Workshops will be designed to help parents assist their children with their learning at home and be an integral part of their child's learning journey as we partner together to ensure equity and excellence for all. The data of Pasifika and Maori will be specifically analysed to gauge progress.

The Parents Association Cultural dinner will be run by parents where traditional food will be prepared and enjoyed with a programme of cultural items- dance, song, musical instruments, etc.

Parents are actively encouraged to come into school and share particular areas of expertise with the students as part of our teaching and learning programme. Some examples of this are; the Week of Workshops, parents run electives, sports coaches from the parent community, workers in the health industry and horticulture to assist with vegetable growing and sustainability.

## 4. Effective Teaching and Curriculum

*- for equity and excellence.*

Professional learning will take place in the area of Mathematics with the evaluation of the Prime Mathematics programme and how to best approach assessment. The mathematics results will be carefully monitored to gauge the efficacy of the programme.

Digital Technologies Curriculum will be introduced using digital technology to develop computational thinking and an understanding of how digital systems work. Use digital technologies to create new ways of doing and solving problems. Bots will be used in all classrooms.

The Target learning group will be the ELL students Year 3 - 8, (2020). There has been an increase in the number of ELL students in the school. The learning area of foci will be writing. Progress will be monitored and reported on to the BoT regularly. Teaching and learning pedagogy will form the basis for a teaching inquiry to ensure that the students are accessing the curriculum in a way which brings progress. Professional development will take place for teachers in how to best grow and develop ELL students to speak, read and write in English.

Second Language 2020 - 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.

## 5. Empowered and Capable Staff

*- Kahui Ako/Community of Learning (CoL) Jireh Christian School is a member of a Kahui Ako/Community of Learning (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 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.

Staff will embed Tapasa and cultural competencies with specific reference to our school and our whanau and how we can ensure all Pasifika students are being given every opportunity to succeed.

The document 'Success for All' will be unpacked by staff to ensure that we develop and embed a culture of inclusivity. Teachers will give evidence of how this is happening in their class, reflecting on the changes made to ensure all students feel included and challenged.

Teaching Christianly Development Plan – The KingsWay Trust Theological Framework and Special Character guidelines will be unpacked.

## 6. Evaluation for Improvement and Innovation

- *common Schoolwide Inquiry and Evaluation Practices 2020.*

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 students
- take into account the vision, principles, values and key competencies of the New Zealand Curriculum

### **Follow the Evaluation Cycle. 2020.**

External evaluation, (ERO) and Special Character (KingsWay Trust)

Internal reviews of support staff, wellbeing across the school, finance and the learning area of Mathematics, reviewing the efficacy of the Prime Mathematics programme and how the implementation can be improved to provide the best opportunity for success for all learners.

Learning Support needs, ensuring that the systems in place allow all students to be catered for and their needs identified and addressed.



# Jireh Christian School Work Plan 2020

December 2020

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<p><b>1. Stewardship:</b> The BoT is responsible for ensuring that the school has a strategic plan. It monitors progress against the strategic plan to ensure that the students are given every opportunity to achieve highly and continually improve. The BoT also ensures that the legislative requirements are met and they are kept abreast of any new legislation and MOE initiatives.</p> <p style="text-align: right;"><b>Person responsible - Sandra, BOT Chair</b></p>						
<b>Orientation and Alignment</b>	The BoT meets at the start of the year to develop a strategic plan over 3 years, a one year work plan from this and a long term 2030 development plan.	Sandra BoT	Term 1	A clear strategic focus is set with success indicators and time frames.	Term 1	A strategic planning morning with the BoT to facilitate and finalise the Strategic Plan occurred at the start of the year.  The strategic plan was sent to the MOE as part of the charter.
<b>Development and Consultation</b>	The Strategic Plan is presented to the staff for input. Parent voice was gathered throughout 2019.  The 2030 strategic plan was shared with the Trust.	Sandra Warren	Term 1	Parent, whanau, staff have been consulted and their voice is evident in the plan. There is ownership from the staff.	Term 1 - 4	The data for ELLs was shared with the BoT as part of the strategic plan. This initial data will be compared with data at the end of the year to plot progress.  Term 1 reading, writing and mathematics achievement levels have been shared with the BoT. with previous year's comparison to plot progress.
<b>Implement Action Plan</b>	The Strategic Plan is carried out throughout the year.	Sandra	Term 1 -- 4	The BoT receives updates four times a year to ensure the strategic goals are being implemented and fulfilled.	Term 1 - 4	<b>The Annual Work Plan for the Strategic Plan is being reported on with updates for the BoT in May, August and October.</b>  At the final BoT meeting of the year a date to meet early in 2021 to discuss the strategic plan

<b>Monitor</b>	The BoT receives regular, data informed progress reports for reading, writing and mathematics, with a particular focus on ELLs, Maori and PI students.	Sandra	Term 1 - 4	Assessment Data reflects that interventions, as per the annual work plan, are ensuring continued student progress and achievement.	Term 1 - 4	for 2021 should be set. In Term 4 parents, students and staff voice will be sought and a careful review of the year in terms of achievement, wellbeing, growth and community to be done. This will all inform the BoT planning session in early 2021.
<b>Evaluate Progress</b>	Evaluate the Strategic Plan for the following year and make necessary changes to ensure continued improvement for innovation and success. Consult with BoT, family and whanau, staff and students.	Sandra BoT	Term 4	Develop a strategic plan for the following 3 years with an annual work plan.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<b>2. Leadership</b> Jireh Christian School senior leaders integrate the Educational Leadership capabilities as identified in the Teaching Council Leadership Capability Framework, (TCLC) into professional learning and development and appraisal.						
						<b>Person responsible - Sandra</b>
<b>Orientation and Alignment</b>	The Senior Leaders (SL) establish personal targets for their development and progress against the indicators from the Leadership Capabilities Framework.	Sandra	Term 1	SL's have clear professional development goals that align with the Teaching Council Leadership Capabilities framework set for 2020.	End of Term 1	<p>One Note notebooks have been set up for SLs to record their goals, professional development and reflections. Initial meetings have been conducted and leadership goals have been set for the SL.</p> <p>Senior Leaders have met with Sandra and discussed their leadership goals and progress being made. Another meeting has been set for Term 4 to discuss further progress. All evidence and progress is recorded on OneNote.</p> <p>Maliah is conducting a school wide inquiry and review on Prime Maths. Evaluating practices in relations to outcomes.</p> <p>Vicki is doing an inquiry in the area of staff well-being and embedding - The Jireh Way - how we behave as part of her development of a behavioural policy and procedures. In so doing she is helping to build and maintain high trust relationships.</p> <p>Lesley - Leaders lead by doing – building capability and capacity in future leaders - Lesley is nurturing and building leadership into Jo to lead the Manu team next year.</p> <p>A final meeting with all Senior Leaders to discuss progress and look at possible next steps for next year. Jo will be joining the Senior Management Team.</p>
	The SL's OneNote appraisal system is formatted to reflect the inclusion of the TCLC framework indicators.	Sandra	Feb	The SL's OneNote appraisal system format reflects the new format.	End of Term	
<b>Development and Consultation</b>	Principal meets with each SL and evaluates their action plan for 2020.	Sandra	Term 1	SL's have clear and measurable development goals that align to the TCLC framework indicators.	Term 2	
<b>Implement Action Plan</b>	SL's implement their action plan.	Sandra	Term 2 - 3	SL's grow in their capacity and capability in their identified TCLC framework areas and record their progress.	Term 4	
<b>Monitor</b>	SL's inquire into the impact of the practice using both self-evaluation.	SLs	Term 1 - 4	SL's 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	
<b>Evaluate Progress</b>	SL's present their portfolio of progress against their targets and discuss the next steps for development in 2021.	Sandra	Term 4	SL's confidently identify progress towards achieving their TCLC action plan and can identify next steps.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<b>3. Powerful Connections and Relationships:</b> intentionally engage and involve parents, family and whanau to improve student outcomes. <b>Person responsible - Sandra, Charmaine</b>						
<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	<p>The Korero whanau group met and had rich discussion around the next steps in our Journey. A Maori student profile for success as Maori will be designed. The history of Avondale has been sought from local Iwi. From this a JCS mihi and haka will be written. A celebratory haka by Maori parents to be introduced at the Awards ceremony. All new students will be welcomed by a whakatau at the start of each term. We will meet again when the Alert levels deem it is safe.</p> <p>A Parent voice survey has gone out with regards to the success and challenges of online learning. A parent survey has been completed looking at ways parents would like to be involved at school. This has been collated and will be followed up.</p> <p>Parent, staff and student voice was collected post lock down. Parent workshops will take place Term 3 as a result of the consultation.</p> <p>A PI Talanoa Fono group has started, run by parents and a Homework Centre is running from Term 3, three afternoons a week, run by parents and a teacher, to help raise the level of achievement of the PI students.</p> <p>Within the confines of Covid we hope to have another Korero and Talanoa Fono meeting this year to look at progress made and next steps. Funding has been granted for some new chrome books for PI students and to pay two teachers to give tuition at the Homework Centre to endeavour to bridge the gap for those who were not engaged in sustained learning during lock down. Some Chinese mums are meeting weekly to run and participate in a parenting course on site. The parent handbook is going to be translated into Mandarin. A new document creation programme will be used for all formal communication, this will allow all communication to be translated into a number of languages for parents.</p>
	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. <b>These will happen in Term 3 if alert levels allow. Due to a further lock down in Term 3 they will be deferred to 2021.</b>	Teachers SL's	Term 1 - 2	Parent voice through surveys and consultation. Improved student outcomes with a focus on at risk students.	Term 2	
	Cultural dinner will be run by parents where traditional food will be prepared, and cultural items performed. <b>This was cancelled due to Covid 19. In 2021 we will have Cultural Week.</b>	Sandra	Term 1	Greater parent involvement in everyday school life. Student's feedback and greater engagement in all of school life as they feel valued and esteemed in their culture.	Term 1	
<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 Pasifika, Maori, ELL and at risk students.	Term 1 - 3	
<b>Implement Action Plan</b>	Korero and Parent meetings, workshops and Cultural Week.		Term 1 - 4		Term 1	
<b>Monitor</b>	Parent involvement.		Term 1 - 4		Term 1	
<b>Evaluate Progress</b>	Parent involvement. Improved student outcomes with specific focus on Pasifika, Maori, ELL students and at-risk students.					

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<b>4. Effective Teaching and Curriculum:</b> Embed Prime Maths Programme across the school.						<b>Person responsible - Maliah</b>
<b>Orientation and Alignment</b>	Embed Prime Maths and establish school wide. Use effective assessment tools.	Maliah	Term 1 - 4 2020	Teachers gain a good understanding and knowledge of Prime maths. Use effective assessment to measure progress against the NZ curriculum levels.	Term 1 - 4	The initial assessment results; PATs - the achievement in mathematics is similar to 2019. There have not been any significant changes. OTJs for curriculum levels indicate an increase in achievement for 2020 with less students achieving below the curriculum level and a greater number achieving above the level. <b>Maliah has made this the focus of her leadership inquiry this year. She has visited every maths class and has written a summary of what is working well and what is not. Aspects of the implementation of the programme need to be broadened. All planning is being shared and new ideas and resources have been implemented. In team meetings findings are discussed. She will visit classes again later in the year. Student and teacher voice is positive around Prime Maths except in the NE and Year 1 classes which are still trialling the programme.</b>
<b>Development and Consultation</b>	Reflection on the programme	Teachers, LoL Maliah	Term 1 - 4	Teachers get students voice and reflect on the effectiveness of the programme through reliable assessment tools.	Term 2 and 4	<b>Achievement in Mathematics has not moved significantly. The end of year results will give a better idea of the efficacy of the programme as it will have been in operation for a year and a half.</b>
<b>Implement Action Plan</b>	Prime Maths is fully implemented in all classrooms for number and strand. Intermediate students use supplementary material to ensure full coverage of the curriculum.	Prime Maths consultants Teachers	Term 1 – 4	Prime Maths is carried out throughout the school over the year.	Term 4	<b>The NE and Year 1 students will not continue with Prime Maths but the rest of</b>

<b>Monitor</b>	Learning Area meetings and discussion. SLs meetings.	Maliah Sandra Teachers, LoL	Term 2 – 4	LoL mathematics will be conducting a school wide inquiry to find out how effectively the programme is running and what the next steps are.	Term 1 - 4	the school will continue to use it. It is working well and the students are finding the programme helpful. Teachers are using a wider bank of resources to give students multiple opportunities to use the concepts they are learning in different contexts.
<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 2 & 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<b>4. Effective Teaching and Curriculum:</b> Effective teaching and learning for ELL students				Person Responsible – Sandra, Lesley and Charmaine		
<b>Orientation and Alignment</b>	Identify and get to know ELL students. Develop a learning profile for each ELL student	Teachers	Term 1	Teachers know their students and what their learning needs are.	Term 1 – 4	<p>Due to lock down this Strategic initiative will run, as per the Kahui Ako initiatives into next year as a major focus. There has not been much PLD as teachers have been doing online teaching.</p> <p>The need for more formal grammar lessons when learning a second language has become apparent and will be included in the classroom programme and ESOL learning with ESOL teachers.</p> <p>A new ESOL TA has been employed to ensure students are getting the tuition they need.</p> <p><b>The ESOL teacher and co-ordinator will be giving feedback at this BoT meeting.</b></p> <p>More hours have been allocated to ESOL for in-class and one on one support. A supplementary enrolment form has been created to gather more information about ELLs and their language support at home.</p>
<b>Development and Consultation</b>	Professional Development, learning strategies on how to effectively teach ELL students and how they learn.	Sandra/Kahui Ako WSLs, (Within School Leaders)		ELL students go up one or more curriculum levels through the year. OTJs, (Overall Teacher Judgements) and eAsTTle are used to assess progress	Term 2 and 4	
<b>Implement Action Plan</b>	Second language strategies are being used in the classrooms	Teachers, LoL		Teachers assess and gain student voice to see what strategies are effective	Term 4	
<b>Monitor</b>	Bright spots are shared in Learning Areas and at staff meetings. Difficulties are discussed and collective professional capacity is used to look at news, better ways of teaching ELL learners and how they learn.	Teachers, LoL		Maliah to meet with Sandra every term to discuss the progress and efficacy of the programme looking at feedback and student achievement.	Term 1 – 4	
<b>Evaluate Progress</b>	The impact of the programme is measured through student assessments.	Teachers Sandra	Term 4 2019 – 2020	Maths programme and ELL strategies are revised and reflect changes.	Term 2 & 4	

Strategies	Activities	Helpers	Time line	Evaluation	Reporting to BoT	Progress
<b>4. Effective Teaching and Curriculum:</b> Developing and implementing a Technology programme for intermediate.						
<b>Person Responsible – Sandra and Vicki</b>						
<b>Orientation and Alignment</b>	By 2021 we will no longer be outsourcing technology provision for intermediates. Investigating options for a programme and what would suit our local curriculum best and how a space could be created to run aspects of the programme	Vicki and Sandra	Term 1	Good ideas for a suitable programme for our whanau and tamariki.	Term 1 – 4	Vicki and I are looking at some of the possible strands we would like in the programme and have visited some intermediate schools to see what they do. Once we have the programme decided we will, in conjunction with the proprietor, design a flexible space to accommodate the learning.
<b>Development and Consultation</b>	Develop a programme and visit schools who are running successful technology programmes for intermediates. Ensure there are experts to run the programmes	Vicki, Sandra, Greta and Charmaine	Term 2-3	A comprehensive technology programme, covering all the necessary skills in the NZC.	Term 2 & 4	Makerspaces are being visited. Once these conclude we will define the programme for 2021. There are a number of outside providers who are able to run technology programmes at school. Once the programme is designed, necessary resources will be looked at in terms of equipment, furniture and staff.
<b>Implement Action Plan</b>	After the programme has been designed a space needs to be created to accommodate the programme. Campus design and equipping of the space.	Sandra, Proprietor	Term 4	A suitable, flexible space ready for use from January 2021.	Term 4	A draft programme has been drawn up with the possibility of a job share where a teacher is in charge of the makerspace and the programme that runs in it across the school. This may include aspects of Year 7 and 8 technology.
<b>Monitor</b>	Implement programme in 2021.	Vicki	Term 1 2021	Students are engaged, stimulated and achieving at or above the expected level.	Term 1 – 4 2021	
<b>Evaluate Progress</b>	Review of programme through the assessment and by gathering student voice and engagement.	Teachers, Vicki	Term 2 and 4, 2021	Review and revise as needed for continual improvement	Term 4, 2021	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<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. <div style="text-align: right;"><b>Oversight - Sandra</b></div>						
<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>In Term 1 some growth coaching was modelled and then practiced by teachers so that they became more familiar with the practice and are able to ask questions which illicit good thinking and reflection around their teaching practice. Inquires around students learning and success. Teachers have set their inquiries on OneNote. There will be only 1 teaching observation this year due to Covid and some inquiries may go into next year.</p> <p>Due to the disruptions of Covid only one observation has occurred with pre and post discussions with buddy coaches. A final sign off as part of the 2020 appraisal system will be done in Term 4. Next year the appraisal system will take the form of a professional growth cycle.</p>
<b>Development and Consultation</b>	Coaching buddies and teacher inquiries are established.	Teachers Coach	Term 1	Professional dialogue frames inquiry	Term 4	
<b>Implement Action Plan</b>	Teachers use the growth coaching model in conjunction with their inquiries.	Teachers Coach	Term 1 – 3	The Inquiry process is the default method of staff appraisal.	Term 4	
<b>Monitor</b>	Progress is monitored continuously, and changes made when and if required.	Teachers LoL	Term 1 – 3	Programmes are critically monitored and responsive to change.	Term 4	
<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	Progress
<b>5. Empowered and Capable Staff:</b> A professional development plan that inducts and equips our teacher to effectively teach from a biblical worldview. <span style="float: right;">– Vicki and Sandra</span>						
<b>Orientation and Alignment</b>	Teachers will participate in weekly Special Character PD.	Vicki Teachers	Term 1 – 4	Teacher feedback.	Term 1	<p>PLD through Jacqui Lloyd has happened in person and through Zoom during lock down. Biblical literacy for teachers and looking at the overarching Biblical narrative and how this can be taught to students is the current focus.</p> <p><b>The focus this term is around unpacking the 7 practices of faith in the classroom.</b> A bank of practical examples of teaching the 7 practices will be developed. Biblical literacy and a more in depth look at certain areas of scripture will be the focus.</p>
<b>Development and Consultation</b>	Unpacking the KWT Theological Framework and Special Character Guidelines.	Vicki Jacqui Lloyd	Term 1 - 4	Evidence of growing understanding will be present in planning documents and classroom programmes.	Term 2-4	
<b>Implement Action Plan</b>	Teachers to read and work through KWT Theological Framework to better be able to use the Special Character Guidelines.	Vicki Teachers	Term 1 – 3	Teacher feedback and discussion in PD sessions.	Term 3	
<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>Evaluate Progress</b>	Impact on learning programmes.	Vicki Teachers	Term 4	Teacher feedback on Special Character Guidelines	Term 4	
<b>5. Empowered and Capable Staff:</b> Effective, culturally responsive pedagogy supports and promotes student learning. <span style="float: right;">Oversight - Sandra</span>						
<b>Orientation and Alignment</b>	JCS has a number of Pasifika students. Many of them do well but some are achieving below the expected curriculum levels for reading, writing and mathematics. Teachers need to be	Sandra	Term 1	Staff are familiar with the achievement data of their Pasifika students from the previous year. Staff know their PI learners, where they come from and have made contact with the families.	Term 2, 4	The initial data shows PI students to be generally doing less well than the school as a whole. One of the reasons for this may well be absenteeism and arriving late and leaving early. A more holistic approach is needed. During Covid a number of families were helped by



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
<b>6. Evaluation for Improvement and Innovation:</b> We are a community that evaluates, inquires into our performance and uses data to help us improve student data. <span style="float: right;"><b>Oversight - Sandra</b></span>						
<b>Orientation and Alignment</b>	Common Schoolwide Inquiry and Evaluation Practices 2020. 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 their inquiries. They will be based on the needs of the students and the strategic direction of the school.	Term 1, 4	<p>One Note has been set up and teachers are able to record their inquiries and link them to the Standards for the Teaching Profession. Teachers have set their inquiries, some are collaborative and some pertain to a particular cohort of students. Some inquiries will run into next year due to lost time and change of focus during Covid 19. An inquiry around play-based learning and open spaces is being done by the NE and Year 1 teachers. Most other inquiries are around teaching ELLs effectively.</p> <p><b>Inquiries are happening across the school and are discussed in team meetings where professional sharing takes place to assist inquiries.</b></p> <p>Each inquiry will be discussed and reflected upon at the final sign off meeting. Buddy coaches have been looking at aspects of the inquiry in action in the classrooms and prompting deep thought around practice.</p>
<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>Implement Action Plan</b>	Inquiries are carried out through the year.	LoL teachers	Term 1 – 4	Inquiries are regularly reflected upon and changed as needed. Discussions and focussed observations with Buddy Coaches.		
<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 fulfilment of the Standards for the Teaching Profession, (STP)		
<b>Evaluate Progress</b>	Positive changes in practice and achievement	LoL Sandra	Term 4	Students' achievement levels are raised.		



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<p><b>1. Learning Support:</b> The overall achievement of ELL is raised</p> <p><b>2. Well Being:</b> The Overall wellbeing of students is raised in all dimensions to develop student resilience and grit. <b>Oversight Sandra</b></p> <p><b>3. Key competencies:</b> School wide students graduate profile will be designed combining the JCS student outcomes and key competencies</p>						<p>- Oversight Sandra</p> <p>- Oversight Sandra</p>
<b>Orientation and Alignment</b>	Staff are provided with information and a proposed action plan for implementing the different Kahui Ako achievement challenges.	ASL WSL	Term 1	Staff feel informed and connected to the Kahui Ako.	Term 2	The within school leaders, together with across the school leaders are making up packs for teachers to use with ELLs for each year level. Due to Covid the focus has changed to well-being for this time. ESOL will continue to be a focus into 2020 due to lost time. A number of Zoom PLD sessions have been planned for Term 2, 3 and 4 and to make up for the loss of 2 TODs in Term 2 and 3. There may still be a TOD in Term 4.
<b>Development and Consultation</b>	All teachers are grouped into a dimension related to Kahui Ako implementation such as; data gathering, and dimension leaders are appointed, but the main focus for all for 2020 will be ELLs.	SM WSL	End of Term 1	Staff feel connected and part of a Kahui Ako team.	Term 2	<b>The within Schools teachers have videoed a series of lessons</b>

	Teachers review the strategic plan devised by the Kahui Ako leadership and co-construct the final three-year plan, 2020 – 2022	SM WSL ASL	Term 2	Teachers have ownership of the implementation plan.	Term2	<p>at each year level demonstrating good strategies to be used in classrooms. These are on Google docs and are being unpacked at staff meetings and PLD sessions.</p> <p>The ESOL bank of resources which has been made by the WSL and ASL are continuing to be unpacked by staff to improve teaching and learning for ELLs.</p>
	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 3	
<b>Implement Action Plan</b>	Teachers implement the implementation plan for 2020 - how to best devise teaching and learning which facilitates ELLs to develop language which allows them to access the NZ Curriculum.	ASL WSL	Term 1-4	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	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	



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

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<b>1. Service:</b> At Jireh Christian School students are encouraged and given opportunities to be outward focussed.						– Sarah and Lesley
<b>Orientation and Alignment</b>	Strategically partner with community service groups to reach out into our community.	Sarah Thomson Lesley Venter Sandra	Term 2, 4	Build good relationships with local organisations where we can serve.	Term 2 – 4	This is on hold until the Alert Level drops to allow for the students to g in small groups to prepare and serve lunch to the homeless in Avondale through Feed the Streets Avondale. As part of the recovery of Covid 19 some students will be writing to and doing acts of kindness to essential workers and those in our community who have served during the lock down. Watoto Children’s choir visited the school. Students heard first hand stories of the fantastic and inspiring work being done in
<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. Students preparing and serving lunch at ‘Feed the Streets Avondale’.		
<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. Parent and student feedback.	
<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>Uganda amongst orphans and abandoned children. Five new child sponsors were signed up at our school.</p> <p>There will be a gathering of blankets etc. for 'Feed the Streets Avondale' by staff, students and whanau. These will be given as Christmas presents at the end of year Street Party. Manu students to visit Selwyn Village to serve and perform.</p>

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<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. Introduce Head Girl and Boy	Vicki	Term 1	Build a commitment to serving in the Tiwai learning area. House Leaders chosen	Terms 1 and 4	We had two Leadership/Teamwork afternoons, looking at Biblical models of leadership. Included in the day were problem-solving/ team activities which were used to help identify potential leaders. Tiwai teachers then appointed 2 house leaders for each house. In 2020, we also instituted the role of Head Girl and Head Boy – Tahlia Cooper and Noah Thompson. Although the Cornwallis Picnic was cancelled, we ran a “picnic day” at school and the house leaders were integral to the running of that day. They brilliantly organised and ran a rotation of tabloid activities. <b>House leaders are running lunch time games and sports.</b> The House leaders will be running sports games for students during lunch-time throughout the year.
<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.		
<b>Implement Action Plan</b>	Leadership Days for understanding servant leadership and developing leadership and team building skills. 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.		
<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>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.		

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<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>	Evening of Delight to celebrate the Arts, visual and performing.	Staff Parents Students	Term 4	Whole school participation. Talented students are identified and given the opportunity to develop and grow arts skills.	Term 2	<p>An art club has started at lunch times for those who have a particular interest. A school worship band is playing at whole school assemblies.</p> <p>Kapa haka has performed at invited events in Term 1 but is on hold until the alert levels drop.</p> <p><b>A PI dance group has been formed.</b></p> <p><b>Art Club has made a new stylised hanging fern display, woven the Jireh emblem and painted the seedling planter box.</b></p> <p><b>Two school bands are being formed and will lead the worship at assemblies.</b></p> <p><b>Christmas Around the world will be performed toward the end of the year with song and dance.</b></p>
<b>Development and Consultation</b>	Teachers ensure that the learning programme includes opportunities for the arts to be developed in all students.	Sandra Greta Linda Danielle	Term 1	Artwork, poetry and music recitals practiced for displays and performances.	Term 1 - 4	
<b>Implement Action Plan</b>	Throughout the school year students are participating in dance, drama, visual arts and music, preparing for showcasing work at the Evening of Delight.	Staff Parents	Term 2, 3	People are chosen to fulfil functions that they are good at and are able to contribute with excellence.	Term 1 - 4	
<b>Monitor</b>	Ensure that classroom programmes for the arts are happening in all classes.	Sandra	Term 3, 4	Good artwork is produced and students are able to perform musical and dance items.	Term 2 - 4	
<b>Evaluate Progress</b>	Dress and technical rehearsals.	Parents Staff	Term 4	A successful production is produced.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<b>4. Mission: Blessed to be a blessing, being outward focussed</b>						<b>Oversight - Sandra</b>
<b>Orientation and Alignment</b>	New students are introduced to the TEAR Fund Sponsor child – Benimana from Rwanda at a Friday assembly. All students are taught to understand the need to give to those in need and care for the less fortunate.	Teachers Parents	Term 3	Students are motivated and have a good understanding and a real passion for participating in the Mufti Days to raise funds.	Term 1-4	We were not able to have a Mufti Day in Term 1 due to lock down but will be having one in Term 2. A whole school assembly will be used to introduce/remind the school about our TEAR Fund sponsor child. <b>Our TEAR Fund sponsor child has his birthday in Term 3 and the students are making cards for him with an extra donation to be sent for a present.</b> Cards will be sent for Christmas and a Mufti Day with a gold coin donation will be held towards the end of the year. Kapa haka students will perform at the 'Feed the Streets Avondale' Christmas Party.
<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.	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. Pray for and write to Benimana.	Teachers Parents		Students grasp the importance, and their part in, the fulfilling of the great commission.		
<b>Monitor</b>	Ensure that money is being sent and that students are writing cards and praying for him.	Teachers		Creative and effective ideas are conceived and executed successfully to ensure money is raised for the designated missions.		
<b>Evaluate Progress</b>	Feedback from TEAR Fund and letters from sponsor child is read at assemblies	Teachers		Letters from Benimana and TEAR Fund are received.		

**5. Sport:** A varied and rich sports programme is presented so that students have every opportunity to experience and participate in a variety of sports.

- Maliah

<p><b>Orientation and Alignment</b></p>	<p>Be active and contributing members of the Auckland Christian Schools Association. To participate in after school competitions, eg. ABSL Basketball and Waitakere cricket.</p>	<p>Teachers Parents</p>	<p>All Year</p>	<p>Build relationships with other sporting organisations. To encourage our students to be good ambassadors for the school.</p>	<p>Term 1 - 4</p>	<p>In Term 1, we entered four touch teams to participate at the Auckland Christian School Touch tournament at Moire Park. This is an increase from the previous year.</p>
<p><b>Development and Consultation</b></p>	<p>Host the Cricket Zone Day. This initiative is to expand and add more sports to provide a platform for students to share their gifts in this area. This allows smaller schools to participate. Join the local school sporting cluster.</p>	<p>Teachers Helpers</p>	<p>T4</p>	<p>Build relationship with Papatoetoe cricket and Sport Waitakere</p>		<p>As of May 2020, all Auckland Christian School tournaments for Term 2 are postponed, due Covid19. There is a possibility of moving netball and soccer to Term 3, only if venues can be confirmed/booked.</p>
<p><b>Implement Action Plan</b></p>	<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. 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</p>	<p>Teachers Helpers</p>	<p>All Year</p>	<p>Students level of participation and enthusiasm towards sports grew.</p>		<p><b>New initiatives- Ika and Wai are having badminton and basketball training at S-Energy sports centre. Tiwai are doing rock climbing weekly.</b> JCS is hosting the ACS cricket zone day in Papatoetoe. Students in Years 1 - 6 will have cricket coaching. A whole school Athletics Day at Olympic Park to be held in Term 4.</p>

	<p>sports was delivered to students.</p> <p>Introduce lunchtime in-house sporting competitions.</p> <p>Participate in local school zone days.</p>					
<b>Monitor</b>	<p>Check in with students on their interest to participate in after school tournaments.</p> <p>The level of students wanting to participate in a variety of sports offered by ACS grows during the year.</p>	Teacher students	All year	More students are involved in sporting opportunities.		
<b>Evaluate Progress</b>	<p>Number of teams entering for tournaments grows during the year.</p> <p>Review at Auckland Christian Sport meeting.</p>	Teachers	T4	More students are involved in sporting opportunities.		

# Jireh Christian School Work Plan 2020

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



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<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. <span style="float: right;">– Sandra and Sarah</span>						
<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. BOTs are introduced. JCS teachers become familiar with the digital technologies curriculum and how it fits into the learning programme.	Term 1	All teachers have undergone intense PLD in the area of Digital Technology. The new curriculum, what it means and how we carry it out in class in conjunction with the JCS digital curriculum was unpacked and teachers were given opportunity to understand the concepts and curriculum and then to see it modelled. PLD on how to use the Bots, specific to their age group, was carried
<b>Development and Consultation</b>	PL programme presented by outside provider. Techy buddies are formed for staff to support one another. The value and scope of using BOTs in the classroom	Techy buddies Teachers  Kiwis Schools PLD	Term 1 - 4	Teachers gain confidence in using devices for learning and in running a digital technologies programme. Learning programmes are set up to include digital technologies. Students are using BOTs as part of their learning programme gaining an understanding of computational thinking.	Term 1 - 4	

<b>Implement Action Plan</b>	PL programme carried out with staff and learning is carried into the classroom.	Teachers Sarah	Term 1 - 4	Teachers learn ways of teaching the digital technologies curriculum, devising a learning programme.	Term 3 - 4	<p>out. Teachers will give time to see lessons modelled on the different ways Bots can be used and then they had the opportunity to practice.</p> <p>Teachers are planning and running the digital technologies curriculum in their classes using a variety of plugged and unplugged resources and learning.</p> <p>This area of the curriculum will be further developed in the makerspace where students will use their growing knowledge of how to code, make use of digital tools, to innovate and create and solve problems.</p>
<b>Monitor</b>	Progress and engagement towards achieving the goals of the digital technologies programme.	Sandra Greta LoL	Term 1 - 4	Regular discussions and reflection on how the programme is going.	Term 1 - 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
<b>1. TARGET STUDENTS – ELL: Raise the achievement for writing for ELLs.</b>						<b>- Sandra</b>
<b>Orientation and Alignment</b>	A significant number of students are second language speakers. To ensure that ELLs are progressing at a rate which will ensure that they meet the expected curriculum level in reading and writing. ELLs develop language for learning in English.	ELL teacher Sandra	Term 1	Ensure teachers learn to know their students and value their cultural identity. Teachers recognise that ELLs learn English through the lens of their home language.	Term 2, 4	All PLD turned to well-being and special character. The teachers were also upskilling in the area of online teaching and learning. Effective teaching and learning for ELLs will happen later in Term 2 and for the rest of the year. There are several Kahui Ako PLD Zoom meeting planned. Packs for teachers on how to best teach ELLs are being made for each year group by the within and across the school leaders. An additional area of focus will be grammar lessons.
<b>Development and Consultation</b>	PLD - teachers will have professional learning - how to teach ELL 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.		<b>A template has been designed by and for the teachers to know their learner in terms of background, language exposure and ability to best serve these students.</b> <b>A new form for ESOL parents to complete, as part of the enrolment interview, to gain a better picture of the ELL's language background and help at home. This will be given to the teacher so that they can design appropriate learning programmes.</b>
<b>Implement Action Plan</b>	e-asTTle testing and ELLP results for each ELLs 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	ELLs make significant progress, move up two or more curriculum, sub-levels as measured by e-asTTle.		<b>Additional hours have been given for in-class and one on one support. Teachers are employing a</b>
<b>Monitor</b>	Check in weekly meetings in Learning Areas.	LoL SENCO	Terms 1 - 4	IEP and Action Plan goals are met and new goals are regularly set moving students		

	<p>IEPs for those who are a year behind the expected curriculum level.</p> <p>Meetings twice a year to gauge progress and to form new goals.</p> <p>Action Plans for those who are less than a year behind the expected curriculum level. This is continually updated as needed.</p> <p>Writing progressions are used to plot progress and identify next steps.</p>			<p>up through the writing progressions as recorded in students' progression files.</p>		<p>growing number of second language strategies in their programme. The TAs who work with ELLs have had PLD on how to plan and develop programmes to support learners with language acquisition.</p>
<b>Evaluate Progress</b>	<p>Teachers have a greater understanding of how ELLs learn. They use the ELLPs to help frame the learning programme and next steps.</p>	<p>Sandra, ELL teacher</p>	<p>Term 2, 4</p>	<p>Teachers are enabled to teach ELLs effectively. Student achievement is raised and steady progress is gained.</p>		



# 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 -

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.

Collaborative planning as a whole staff is done 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 fortnightly 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 were 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, 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 JCS values are being embedded in various ways across the school. They are seen in ‘The Jireh Way’ which details what good behaviour looks like at JCS. The Staff Code of Conduct is based on the JCS values.

**Challenges** – Staff are being upskilled to have a greater Biblical knowledge. PLD was centred around the implementation of the 7 spiritual practices as described in the KWT documents. An expert partner has been assisting teachers with this and running PLD throughout the year. We have a number of families who would like to be part of our community but we have reached the maximum number of preferential families, 5%, 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 Well-being 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 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.

### **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), 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 is why we want them to love Him with their heart, soul, mind and strength!



# SCHOOL EVALUATION



## SELF-EVALUATION CYCLE 2020 - 2022

	STRATEGIC	REGULAR
<b>2020</b>	Growing the Intermediate Area of the school Opening a Maker Space Developing an Intermediate Technology programme and space ERO (External)	ELL Learning Area: Digital Technologies Key Competencies
<b>2021</b>	Special Character (External)	Finance Support staff Learning Area: Mathematics Wellbeing
<b>2022</b>	Developing the campus to accommodate roll growth	Health & Safety Learning Area: Languages Property





# SCHOOL REPORTS

# Annual School Report to the Board of Trustees

**Year**

2020

**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 comprises of four classes. A New Entrant class, a Year One, a Year One and Two composite and a Year Two class. A new, new entrant class was started in Term 3 due to 11 new students starting their school journey. We currently have **92** students which includes six more to start in Term 4. We have seen steady growth in our team of new children joining our classes, mostly in the New Entrant class. Our classes are made up of children who come from many different cultures and backgrounds which blesses us with many ESOL students.

We have had a few changes in staffing in our team. Johannah Prasad joined us at the beginning of term 3 opening a New Entrant class. Naomi Stephenson went on pregnancy leave at the end of term 3. Miriam Shilston joined our team teaching in Piwakawaka on a year's contract. We are delighted to have these two new staff members. They have already been bringing new ideas and talents to our team. We wished Naomi and George and Natasha all the best with the upcoming birth of their babies.

We have also had Jeehea Lim get engaged and married this year she has now become Mrs Watts. This was a delightful wedding to attend. We also farewelled Danielle Mitchell and blessed her with a farewell assembly and prayed over her as she journeyed to Sweden. Debra Wood has been employed to work 2 days a week in Kereru class.

Natasha Breese was farewelled to have her baby at the end of Term 3 and Linda Baird joined our team as our release teacher. Both new teachers are an asset to our team bringing in their own skills and talents.

### Strengths:

The Manu team has experienced, professional teachers who are committed to presenting a Biblical worldview and developing the foundational skills necessary to nurture continuous learners.

We are a close team who love to support one another and pray together. We share both our school lives and our personal lives with each other, we pray for one another.

We listen to each other and are slow to respond if we disagree with what someone has said. We are able to amicably talk things through and appreciate the opinion of others.

We work hard to help each other reach deadlines and to cope with the heavy workload.

Teachers are confident to share their expertise in areas of strength and the rotations for Inquiry has been beneficial in using teacher strengths and for getting to know all students in our Manu area. This has given opportunity for the students to work with all teachers in the learning area and has created a strong collegiality among teachers.

Lockdown made us quickly learn new ways to communicate with our parents and students as we continued to give our students quality education even though we were not in the classroom environment.

We have regular meetings - because of Corona virus, these are emails, zoom meetings and actual meetings together. We have been able to continue supporting each other over a difficult year. 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.

We pray together and commit ourselves and our students to the Lord. This year has been a year where we have pressed in closer to God in these uncertain times.

Parents are very keen to come on trips. They are supportive of teacher initiatives e.g. homework.

Parents work alongside us helping their children with homework and projects and are in contact with the teachers regularly.

The new stump balancing area has been great with Danielle making the hut look nice. A thanks will be sent to St Mary's for their tree stumps and to Bunnings for their bark, etc. supplied for free. We have a great relationship with Bunnings and they are continually providing us with free resources for different areas of our learning.

The Perceptual Motor Programme (PMP) has been done weekly, (when Coronavirus permits) and is enjoyed by children. Children who need a little more support are able to access the PMP equipment with a Teacher Aide. We see a real benefit in this programme with our students learning.

Parent engagement has improved since lock down - communication tools like Class Dojo are effective and in real time.

We had a fortnightly Learning Area assembly in Term 1, but over Term 2 and 3 due to the disruption of Covid we have had no Learning Area assembly. Term 4 we will continue our assemblies as we prepare to share Christmas Carols at Selwyn Village and also to prepare an item for our end of year Awards Ceremony. We will also work towards making a DVD where each class will sing 'Silent Night' in a different language. This DVD will be gifted to Selwyn Village for Christmas.

We also focus on our devotional programme at an age appropriate level and encourage community. Our Shining Stars awards, as a response to the Friendly Kid Survey, will continue in Term 4. Its aim is to encourage sociable behaviours on the playground and across the year levels.

Each teacher in the team has done professional development which links to their personal inquiries and is aimed at upskilling the rest of the team through sharing their inquiries and results of these inquiries. Collaborative planning and team reflections on teaching and learning programmes enable us to best meet students' needs.

The teacher aide support staff in the learning area are a vital part of the team. Teacher aides have also been vital in assisting the three Ongoing Resource Scheme (ORS) funded students in our team.

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

In our team, home input into the Devotional Programme through learning Memory Verses is significant.

The use of iPad and BOTS (coding) has been a valuable part of our learning as we have integrated these into our programmes.

We have had a wonderful time learning at Stardome this year to consolidate and increase our knowledge of the solar system.

### **Weaknesses:**

Visits to local kindergartens and work on our transition to school programme has not been done this year and we need to revisit this for next year.

We need to look at how we transition new families into our NE class/es by having term meetings with parents about how things run in both the classroom and school. This is an opportunity for parents to ask questions and to know exactly what is expected from them and their children. This could also involve admin staff and the Principal.

New students need to be tested to see where they are at before they start school. Time needs to be given to that for the Leader of Learning when those children have school visits.

Lockdowns had spin offs – trips, PD and parent workshops cancelled. The Open Day postponed.

Children continually late to school hinders our programme.

Those not attending school after lockdown has further impacts on those children's education.

Re- looking at assessment in the Junior part of the school. Formalising this for sight words, etc. Discussions on what information is sent through at the end of the year to the next teacher (Blue folders).

Working on Prime Maths this year has been awesome, but not the best mathematics curriculum for the Junior Department. We are looking at going back to doing Numeracy next year.

### **Opportunities:**

Play-based learning using the deck area and having both classrooms working on stations such as sand, water, woodwork. I am experimenting with play-based learning whilst taking groups for reading and phonics. Some PLD on Play-Based learning through online courses has been done. Learning through play brings together the science of children's brain development and what we already know about how children learn. This can be done in a single cell classroom and in purpose built shared spaces.

Kahui Ako and In-house Parent Education (eg. resilience, parenting)

Parent workshop - On Class Dojo for Manu parents and then with other classes in the future. Sarah Thomson will talk to the parents. Each parent will bring the devices that the children work on at home during lockdown. This will help efficacy if further lockdowns occur.

### **Threats:**

Small classrooms with large class sizes.

Small space to do PMP and not the best storage for the equipment – we need a hall.

The setbacks that some children have seen due to COVID lockdowns. Academics for some children have taken a hard hit due to parents not doing our programmes on Class Dojo. This not only affected academics but made transition back to school difficult for some children.

### **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 areas 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 assemblies starting up again in Term 4 developing our Devotions programme.
- Whole school assembly on Fridays, working through the Bible narratives.
- Students memorise scripture weekly.
- Students are encouraged to share testimonies and pray with each other in class.
- Visit to Selwyn Village to sing carols as an outreach.
- Parents and students work together on class projects related to our Inquiry.
- Parents help children organise their news to share with the class.
- Homework is regarded as important to parents

### **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 perform for our mihi whakatau each term to welcome new students and families to our kura. These children are the next generation leaders.
- All planning is looked at from a Biblical worldview and from a Maori world view context. As part of learning inquiries students are intentionally answering questions through a Maori worldview.

- Te Reo is being taught intentionally and used as everyday language in the classroom through waiata, commands and incidental learning such as counting. 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, eg. Trips, learning of Mihi's. Korero group, etc.

### 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 Manu area are participating in a number of 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 to run our sport programmes eg. netball, cricket, swimming and gymnastics.
- Rotations based on teacher strengths to ensure different learning needs are catered for.
- Craft Club run by Mrs Mitchell.
- Students participate in excursions outside the classroom e.g. school trips, Athletics Day, School Picnic, etc.

### 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.
- Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.
- 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.
- Outside agencies are referred to when necessary. RTLB, a speech therapist and occupational therapist visit students who need extra support in these areas.
- Staff have completed professional development on 'The Functionality of Behaviour' with the psychologist from MOE.
- ESOL children are supported in class by an ESOL teacher.

### 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.

- The Jireh Student outcomes are looked at throughout the year. Students are developing a greater understanding of what these are and how live them out in their lives.
- School wide planning reflects unpacking one student outcome for the term. They are; Confident, Christ- centred, Connected, Contributing and Continually learning.
- We unpack our JCS values, Faith in Christ, Hope, Truth, Love.
- 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.
- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning and take risks, to become future focused 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;

- The Manu learning area sends 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.
- The Manu team also sends a letter to parents about what is happening in the classroom for the term, school rules, expectations, etc. It is also a place to introduce new students in our classrooms to the other families.
- Teachers send a weekly class newsletter to parents which may include tips to help with learning, notices about upcoming 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.
- 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. This year we plan to have workshops for the parents looking at topics like resilience development and how to help with reading at home. – this has been postponed due to Covid but will happening in 2021.

## 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 2 students learning to set their next steps and plan their learning from them. The Year 1 students 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 3 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) occur weekly across the learning area.

Future focused 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.

**Music** – Many of the Manu students have keyboard and guitar lessons. The release teacher does music, art and drama with the classes.

**Sports** – This year Manu will enjoy cricket and we will have Swimming and Gymnastics lessons. Teachers also conduct fitness lessons and other ball skills.

**Arts** – Classes receive wonderful art lessons from educators at Corbans Art Estate as well as making use of our gifted art teachers during rotations.

**Excursions** – Trips to Stardome and Selwyn Village in 2020.

**Community Events** – School Picnic at Cornwallis. Whanau coming in to share knowledge in different areas. Easter assembly was cancelled this year due to lockdown. Family fun bbqs are a good place for building community.

#### 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.

**e-tap:** The teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing and Mathematics (phonics, sight words and alphabet are not recorded on e-tap at the moment). They also use assessment to inform their teaching and planning. Teachers record and track students' academic progress on e-tap. 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 the expected curriculum level 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 expected curriculum levels 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. Students who are working at a significantly higher level in a subject area will join another class.

#### 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 words 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.

## 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.

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.

# Annual School Report to the Board of Trustees

**Year**

2020

**School**

Jireh Christian School

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

## Annual Summary- WAI 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 Wai Team is a new learning area this year consisting of 2 classes: Awa (Year 3) and Moana (Year 3/4). We have 54 students currently. The team has been formed to provide developmentally appropriate educational experiences and opportunities for this age group.

### Strengths:

The Wai 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 is learning to work together to use our strengths for the corporate good of the whole team.

We have a fortnightly Learning Area assembly where we focus on worshipping God, presenting our devotional programme at an age appropriate level and encouraging community.

There is room for staff members to develop in their leadership skills and pedagogy. Teachers have regular team meetings together and with the Manu team 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 will lead professional development in our team meetings which is aimed at upskilling the rest of the team.

In line with the Kahui Ako goals the Wai teachers will do a collaborative inquiry which focuses on English Language Learners.

Collaborative planning and team reflections on teaching and learning programmes enable us to best meet students' needs.

Parent participation on trips is valued. Parents are supportive of teacher initiatives eg. homework and help with simple administrative chores e.g. filing in some classes.

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

New technology provides opportunities for students to develop skills.

PR1ME Maths has been introduced and is being used across the team.

### Weaknesses:

Covid-19 has curtailed face-to-face learning and led to the cancellation of many events.

Huge percentage of class are ELL which means standards are not being reached despite huge gains being made.

### Opportunities:

Kahui Ako and In-house Parent Education (e.g. ESOL, wellbeing)

Online platforms and digital teaching can be implemented due to Covid-19.

### Threats:

Large class sizes.

Increasing number of student needs and lack of TA resourcing.

Majority of classes are ESOL.

## 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 and time to unpack Jireh Outcomes.
- Whole school assembly on Fridays, working through the Bible.

- Students memorise scripture weekly.
- Students are encouraged to share testimonies and pray with each other in class.
- Support for Feed the Streets as an outreach to the local community.
- 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.

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

#### Maori achievement

- A number of Wai students are involved in the weekly Kapa Haka group. 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 inquiries students are intentionally answering questions through Maori worldview.
- 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. korero group

### 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 Wai area are participating in a number of programmes offered by the school to cater to diverse learning:

- Art Club
- 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.
- Specialist PE teacher has been teaching skills weekly.
- As the year progresses rotations based on teacher strengths to ensure different learning needs will be catered for.
- Students participate in excursions outside the classroom e.g. school trips to Corbans Estate, Stardome, swimming.

### 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.
- Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.
- The school has two Teacher Aides who works across the school. They facilitate small groups ranging from phonics to writing. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and in withdrawal groups.
- Outside agencies are referred to when necessary. A Lego group to facilitate oral language has been established this term with the assistance of the speech language therapist.
- ESOL children are supported in class by an ESOL teacher or spend time on extension work with her.

### **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.

- The Jireh student outcomes are ongoing with greater understanding by the children.
- School wide planning reflects one outcome for the Term e.g. Term 1 = Connected
- We unpack one Jireh value each term.
- The school-wide technology plan is being incorporated into the curriculum with time set aside each week for digital technology.
- 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:**

- Wai 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 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.

### **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 students learning to set their next steps and plan their learning from them.

**Coding/Technology** –computational thinking is part of our Mathematics and Literacy programmes.

Year 3 and 4 students are learning safe and responsible use of devices.

K'nex activities (making something that meets a specification, bridge building) occurs 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.

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

**Sports** – This year Wai has enjoyed learning large ball skills and later in the year we will have Swimming lessons. Teachers also conduct fitness and other ball skills. Some of the students 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** – Trips to Corban Estate, Stardome and Selwyn Village are planned for 2020.

**Community Events** – School Picnic, whanau coming in as guest speakers, family barbecues, korero groups

#### **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 expected curriculum levels 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 "Culture" inquiry gave opportunity for students to learn about and showcase their heritage.

The Awa class have learnt their pepeha and tikanga in directed lessons during Term 1.

#### **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.

Kapa haka runs weekly.

# Annual School Report to the Board of Trustees

Year

2020

School

Jireh Christian School

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

## Annual Summary- IKA 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 Ika Learning Area has 2 classes this year. Taraute is a Year 5 class only and Morihana is a Year 5/6 class. Morihana has 4 Year 5 students, the rest are Year 6 students. Both classes have 27 students.



### Strengths:

#### Teachers:

- 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.
- Both classroom teachers have experienced and specialist teachers who cover CRT. Mrs Baird is a specialist Music, Art and PE teacher who covers for Ms Tato and plans her own programme for Fridays. This allows her to use her knowledge and experience to deliver an effective curriculum to Morihana students. Natasha Breeze covers in Sarah's class and she too delivers The Arts and Te Reo to Taraute students.

#### Ika Assembly

- As a learning area, we have two assemblies during the week. The reasons for this is to form unity as a learning area and have devotions led by a teacher on Thursdays. Devotions are focused on the school value for the Term, which the teacher unpacks and shares in practical ways for students to aspire to. We have an Ika tree in Taraute which reflects students who show fruits of the Spirit. This is to encourage and celebrate students who strive to be more like Christ in their lives. The goal is to get to 50 and then Ika will celebrate! Assembly time is also used to address issues which arise during the Term.
- In Terms 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 influence 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. This is for Year 6 students only.

#### Planning:

- We plan all areas together. This has been effective as teachers are working collaboratively and sharing different ideas which provides rich learning for Ika students. Teachers will modify planning to suit the academic expectations of their students. Term planning is detailed and a workable document.
- Our team meets weekly to discuss teaching and learning in our Learning Area. Teachers send weekly plans to the Leader of Learning at the end of each week. Weekly plans are detailed and straightforward. This is effective in terms of having a plan for relievers (when a teacher is off sick).

- During lockdown, students received weekly plans, which were beneficial, so Morihana has continued with this. The advantages are that it helps students plan for the day/week and they can revise WALTs that need extra attention. Parents then also have access to what their child is learning at school.

Student Leadership:

- Year 6 students lead Ika assembly on Thursdays starting in Term 2 (due to covid-19).
- Year 6 students serve the school by taking on the responsibility of Sport Shed monitors and locking the Kelvinside Terrace gate.
- Morihana class mentors/supports Kereru students (Year 0 students) weekly.
- Students tutoring other students (using talent/gifted students)
- Year 5 students have the responsibility of delivering devices to classes each day.

Year 6 students have experienced successes with 21<sup>st</sup> century learning and the value of taking on 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 gaining knowledge and developing learning dispositions which are stimulated by inquiry, with a student-centred approach, and a move to self-directed learning.

We celebrate different cultures within IKA.

Lastly, the change of Ika being a Year 5 - 6 Learning Area is a success, in terms of meeting and catering for student's emotional, academic and social needs.

Challenges:

1. Lateness and leaving early from school.
2. Covid19 and the challenges that eLearning raised during lockdown.
3. Morihana having no blinds. Students have found this challenging during sunny days.

Opportunities:

1. Looking to have an IKA camp for two days (proposal for 2021)
2. Using Hapara for online workspace.
3. Digital learning with spheros and bots.
4. PR1ME Math programme and development.
5. More interactive learning with other classes (student feedback).

Threats:

1. Bus fares or no bus for 2021 may impact on roll.
2. Losing Year 6 students to other schools.
3. Covid 19.

**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.
- Weekly assembly which is part of our Devotional programme.
- Students lead discipleship times.
- Whole school assembly on Fridays, working through the Bible in chronological order.
- Students memorise scripture/passage weekly.
- 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:**

We have been working on becoming more bi-culturally responsive and to embed the practice of Maori learning as Maori using the Cultural Competencies as laid out in Tataiako, 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 30mins, weekly. This is for students who do not attend Kapa Haka. Besides the online programme, students learn the Maori alphabet, sing Maori songs, learn te rakau sticks etc.
- 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.
- Abacus Maths
- Chess Power every Tuesday, run by a specialist.
- Music lessons run by two outside agencies.
- Art and Mandarin.
- Outside specialist to run our sport programmes eg. soccer, cricket, swimming, touch, basketball, and badminton.
- Ika students are learning together eg. Fitness, Sports and Inquiries. This has provided rich learning experiences 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.
- Students participate in excursions/incursions outside the classroom eg. school trips to Corbans Art Estate, Chelsea Factory visit, guest speakers, police officers, and Avondale walk.
- PE - Specialist coaches



## 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 ranging from reading comprehension to math 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 ESOL TA who assists ELLs in class and in small withdrawal groups.

Outside agencies are referred to when necessary.

Students who require counselling have this opportunity at school at no charge.

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

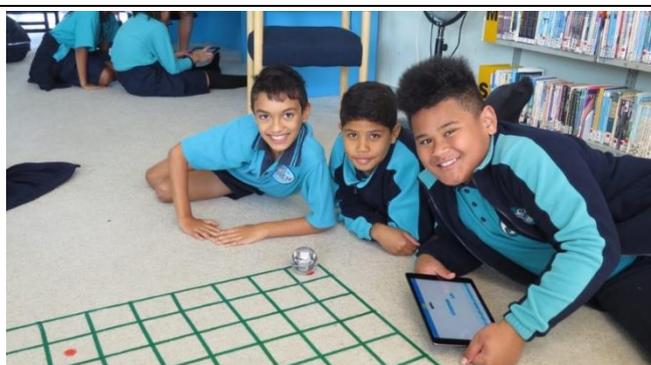
## NEG 3

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 Student Outcomes and teachers are working towards a shared understanding of the outcomes with the students.
- School wide planning reflects one outcome for the Term eg. Term 3 = Contributing.
- The school has BYOD from Year 3 to Year 8. In Term 1 the children were requested to undertake the Digital Citizenship programme (if they have not previously completed the programme). Students cannot bring a device to school unless they have completed this programme. Students bring a chrome book to school.
- Ika currently follows a digital technology curriculum. Morihana students are using spheros to solve problems, (negotiate obstacles).
- Teachers plan to genuinely look at ways on how to implement tasks that will allow students to develop the Jireh Student Outcomes. To integrate how students can be confident in their faith in God, English, Sports, etc.
- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning, 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 team 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 had Parent Teacher conferences in Term 3.
- Formal written reports to parents are sent home in Terms 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.
- Parent workshops will be held in Term 3 in response to a parent satisfaction survey.
- Ika have Class Dojo on which parents can 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** is offered to Year 3 - 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 Sports, Arts and Technology.

**Music** – Ika students have keyboard and guitar lessons. Taught by a specialist music teacher. Some students are part of a band and all students have learnt to play the ukulele.

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

**Arts** – Music workshops in Term 1. Drama lessons offered by experts.

**Excursions/Incursions** – Trip to Corban Estate, Chelsea Sugar Factory and having guest speakers on resilience and chess.

**Community Events** – School Picnic at School, whanau coming in as guest speakers, family barbecue, working bee and PA events

**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. 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 specific lessons to 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 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.

We currently have one student who attends Mind Plus.

**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.

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 School Report to the Board of Trustees

Year

2020

School

Jireh Christian School

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

## 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. Mrs Charmaine Stoffels is the teacher of Kotukutuku and Mrs Greta Mackie is the teacher of Nikau. There are 33 students in total, with 18 in Nikau and 15 in Kotukutuku. There is a reasonably even gender mix in Year 8. However, in Year 7, there are more than twice as many boys as girls. Of the 33 students, 11 identify as Pakeha, 4 as Maori, 5 as Pacific Islanders, 5 as Asian, 5 as African, and 3 as Indian. 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, and utilising scaffolded learning platforms such as ReadWorks, Maths Buddy & Google Read & Write. The range of ability at this level of the school is very challenging as the teachers are aware that they are preparing their students for high school where learning (particularly via the reading of texts) in all subject areas incorporates mature and subject-specific/academic language. If students have not experienced English-language rich homes and environments, they are significantly disadvantaged in Year 7 & 8. Added to that is the percentage of students who are ELL students – 40% of Kotukutuku and 28% of Nikau.

### Strengths

The Tiwai team consists of two experienced teachers who have now taught at this level for 3 or more years. They both bring much life and teaching experience to their classrooms. Working to their strengths, Charmaine teaches Writing to all of Tiwai, while Greta teaches Maths and Science. The students benefit from this model, too, as they learn from a teacher who not only knows her subject well but who knows the needs of the students and can lead them through two years of learning under her watch.

As senior students in the school, Tiwai has the privilege of serving in various areas. The 8 House Leaders for each house are chosen from Tiwai. The group of leaders this year has shown particularly energy, enthusiasm and initiative. Knowing they were responsible for making the annual school picnic hum, every one of them was proactive in calling their houses together for chant practices and house-building activities. They also suggested excellent options for picnic activities and showed much self-sacrifice in running these events for the rest of the student body. House leaders are role models who look out for students during morning tea and lunchtimes, sit with challenging students during whole school assemblies, and run lunchtime activities once a term. In 2019, Ms Bosman instituted a next level of leadership whereby students (who are not house leaders) were chosen to be a “visible presence” in the playground at morning tea and lunchtimes. They wear hi-vis vests and are the “go to” person for students who are lonely or upset. They are also there to get alongside younger students and play with them. At Friday assemblies, these students also pray for prayer needs from the school community. Students are encouraged to write their needs on a piece of paper and place it in the prayer box in the library. Tiwai students also serve the school in the following areas: wet-day monitors, bus monitors and Assembly tech/set-up monitors. 2020 saw the establishment of Jireh Christian School’s Head Girl and Head Boy. This year the two students chosen were Tahlia Cooper and Noah Thompson. They are outstanding role models in life, in faith, in conduct and in speech. In effect, they are physical representatives of what a graduate of Jireh Christian School will be. Much thought was given as to whether there should be such a position. The Tiwai teachers and senior management decided that when, and only when, there were students worthy of such a title, they would be appointed.

Planning of common curriculum areas, i.e. Reading and Inquiry, is generally done collaboratively. Where teachers are responsible for particular curriculum areas, they do their own planning. Tiwai runs a two-year curriculum cycle, and so we are now returning to units of work developed two years ago. Because of the meaningful reflection done by teachers and the gathering of student voice, the team is able to further improve and adapt the units to keep them fresh and current. An example of this is that 2 years ago, Tiwai studied systems of the human body. This term, this same unit now incorporates a deeper understanding of bacteria and viruses and the effect of viruses, in particular, on the body. The Daily Discipleship programme is written by the Deputy Principal – one for Tiwai and one for the rest of the school – and teachers pick, choose and adapt it to suit the spiritual needs of their students.

Students in Tiwai have become increasingly proficient in their use of technology, accessing appropriately sourced websites, and using a number of on-line graphic organisers and apps such as Padlet, Quizlet, Canva and Google Slides to produce evidence of their understanding in a range of curriculum areas. They also use programmes such as ReadWorks and Maths Buddy as part of the learning programme. Throughout the distance learning during the COVID-19 lockdown, students added to their kete, programmes such as FlipGrid and Google Docs extensively, both to share their learning with their teachers and in support of one another.

EOTC and creative learning opportunities abound for Tiwai students. Every year they either attend Sports Camp (consisting of up to 30 different sports) or participate in WoW Week (creative/art/craft extravaganza). Tiwai students also participate in programmes such as Puberty Plus, ACS sports events and rock climbing.

As you can tell, there are many strengths in the Tiwai area of the school.

### **Challenges/Weaknesses**

One of the greatest challenges with this particular age-group is the balancing act of increasing the level of student agency and responsibility for learning with the reality that these students are still immature in many of their responses and prone to “goofing off.” One moment they are wanting to be treated like adults and the next they are acting like infants. The COVID-19 situation really highlighted this. A clear line was drawn between those who are motivated, take responsibility for their learning, self-manage and eat up learning opportunities, and those who rarely engaged, didn’t submit evidence of task completion and didn’t avail themselves of support from their teachers. Students in the first group were richly served by their teachers and they have gained greatly through this time. Students in the second group missed a brilliant opportunity for growth and has missed out on much learning.

The teachers made an insightful observation through this time, too. They were actually able to teach those who wanted to learn. There are a number of students in Tiwai who present with significant behavioural and attitudinal challenges, and teachers spend a disproportionate amount of time managing these students to the detriment of others who are eager to learn and contribute positively to the learning environment. When back in the classroom, it is likely the focus will be less on cajoling students to participate and more on engaging and supporting those who are at school for an education.

A few students are regularly absent or consistently late to school. Attendance at school is vital for achievement. Support is available for genuine absence, but parents need to take some responsibility, too.

### **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. The ability to be more targeted in which learning opportunities we provide has meant a slight departure from following the Primary P.E. programme. The Gymnastics programme which was provided last year was far too simplistic for Tiwai, so this year the students will be doing Indoor Rock Climbing for their P.E. in Term 3. Furthermore, the swimming programme provided at Mt Albert had a 30 minute lesson followed by 30 minutes of “play.” While this was needed to make the timing of sessions work for everyone, it impacted class time (which is at a premium in Tiwai) so this year, the move has been made to the Dean Greenwood Swim School at Kelston Girls’ High School. This is a programme that is more suitable for intermediate-aged students.

Tiwai students have been well-served by Elim Christian College specialist teachers for Technology (Food Tech, Soft Materials, Hard Materials, Electronics etc) but we are exploring the possibility of providing a Technology programme for our students on site. This is both an exciting and challenging prospect. Sandra and I are doing reading, research and visiting other schools to see how and what is provided. Should this go ahead, the Technology space could also be used by other classes in the school. There is much to be considered before this becomes a reality.....facilities, equipment, on-going expenses, staffing, Health & Safety compliance to name a few but it is an exciting prospect nonetheless.

### **Threats**

This year we had the great majority of our Year 6 students move through into Year 7, instead of leaving for other schools. The threat is that those who do move tend to be the more academically able students which means the Tiwai teachers have an academically lower cohort to work with – and therefore, to bring up to the appropriate curriculum level. They are, of course, prepared to do this, but it can be a little demoralising.

Year 6 students moving into Year 7 is the most obvious way to keep increasing the numbers in Tiwai, because the lower year groups through the school have reasonably large classes. If all current Year 6 parents kept their child at Jireh Christian School, the 2021 roll in Tiwai would be 40 students. That is 7 more students than this year.

It is hoped that the threat of not growing the Tiwai end of the school can be mitigated by a targeted Open Evening to which the Year 6 parents from local primary schools are invited. We need to market ourselves as the Intermediate school of choice for the wider Avondale/Blockhouse Bay/New Lynn community.

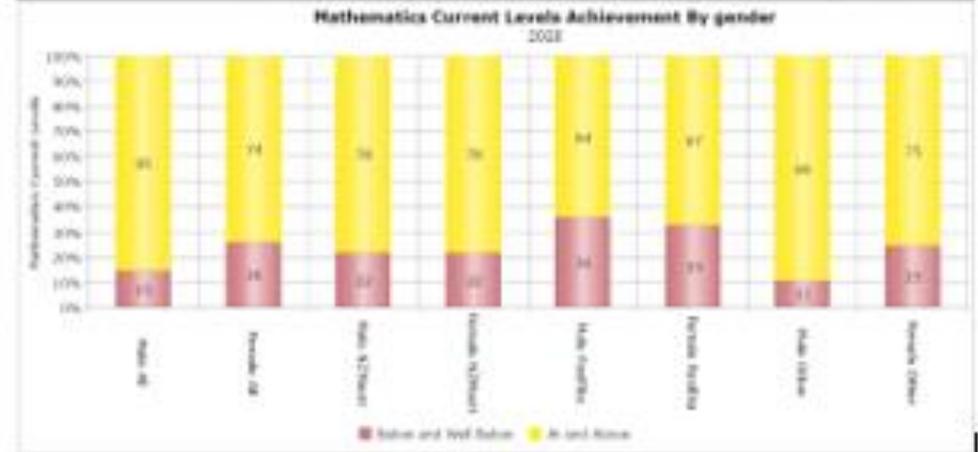
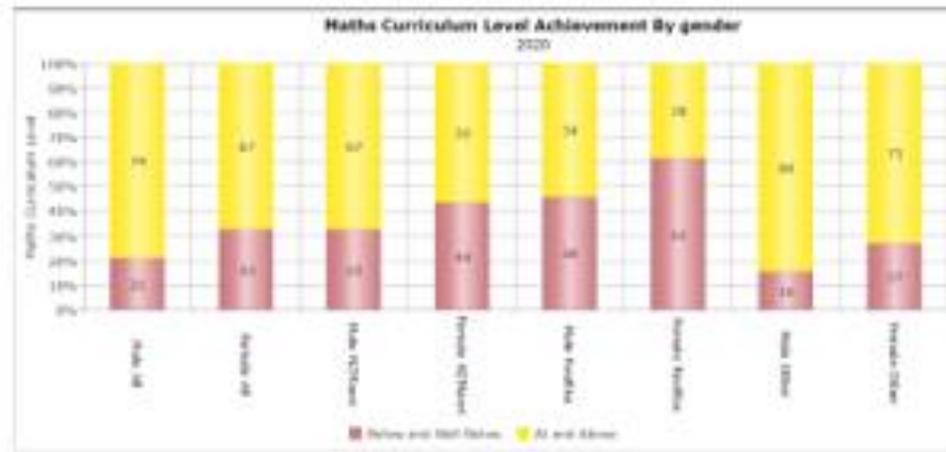
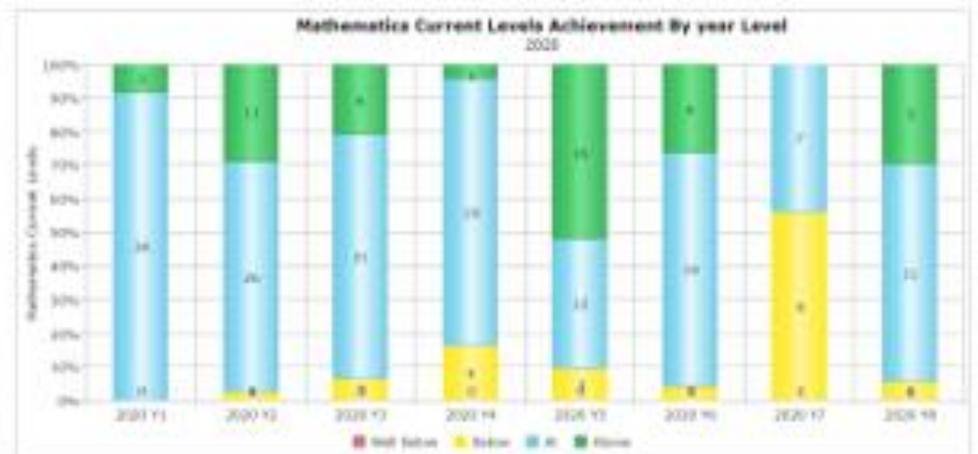


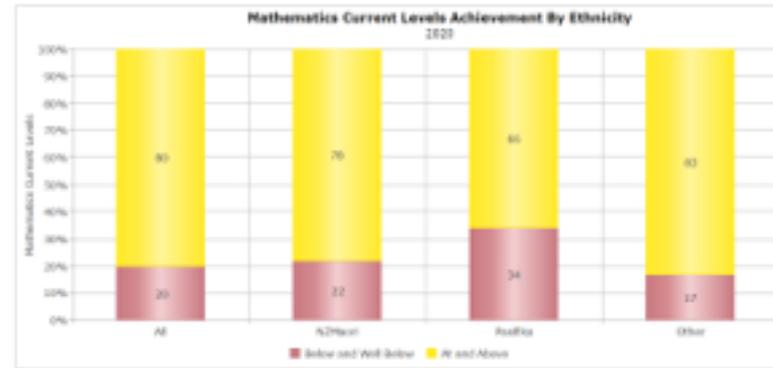
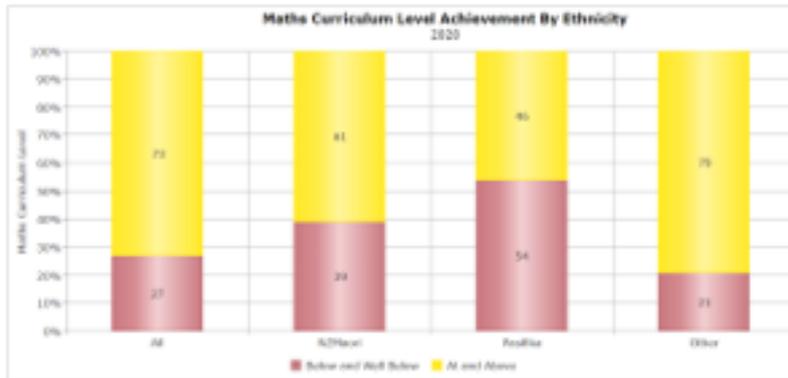
# CURRICULUM LEVEL ASSESSMENT DATA 2020

# Jireh Christian School End Year 2020 Mathematics

## Term 1

## Term 4





**Mathematics Achievement data 2020 Summary:**

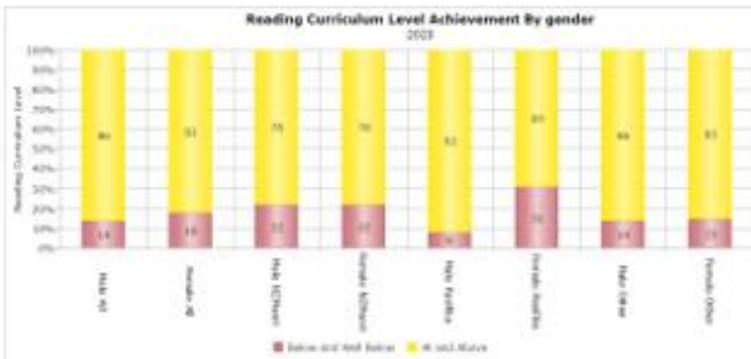
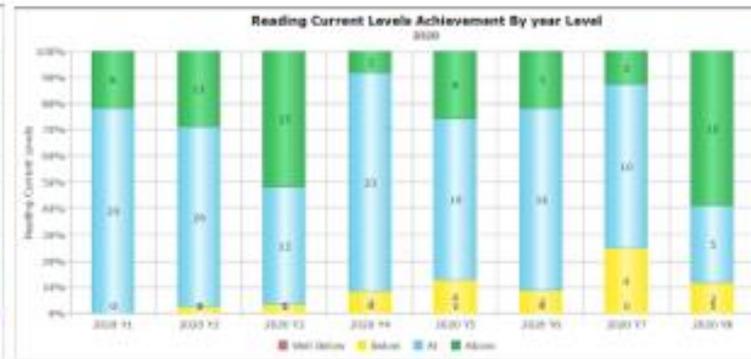
As a whole, there has been improvement across the school in Mathematics, with the exception of the Year 7 cohort where 2 more students are achieving below the expected curriculum level. Male students are achieving better than female students in mathematics. Although there has been progress in the achievement levels of Maori and Pasifika students through the year, they are still achieving less well when compared to the school as a whole.

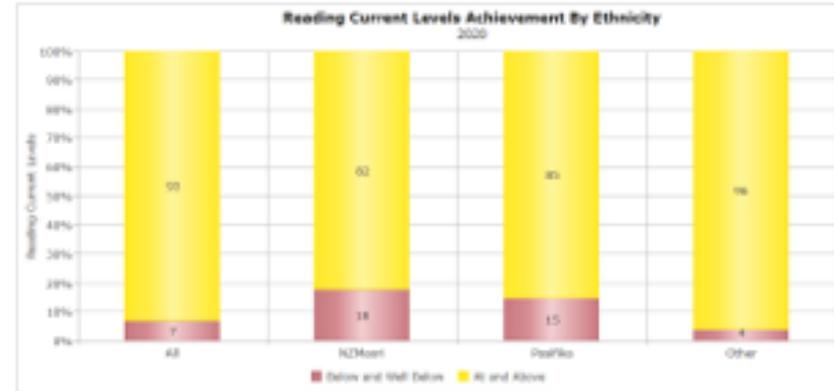
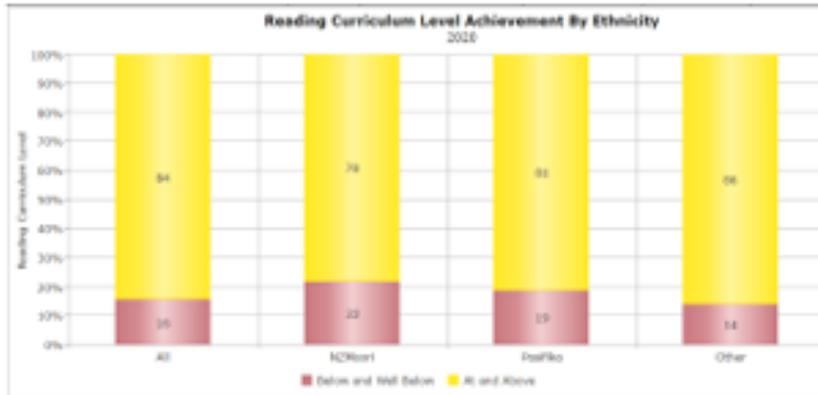
# Jireh Christian School Curriculum Levels End Year 2020 – Reading

Term 1



Term 4





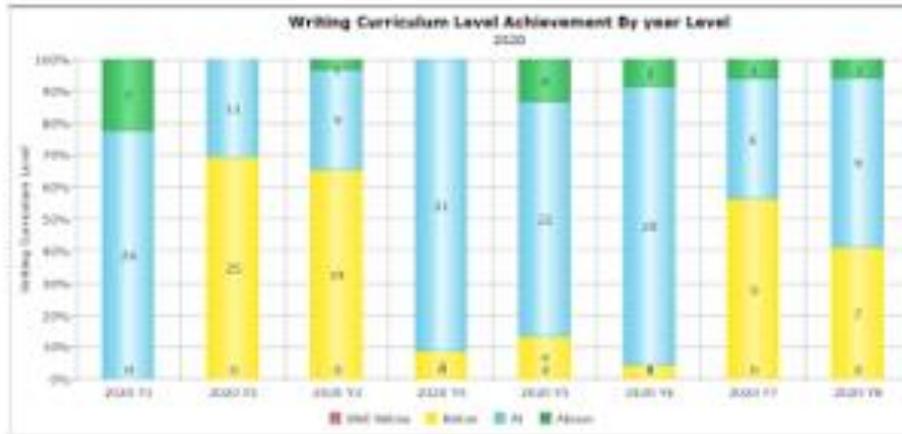
**Reading Achievement data 2020 Summary:**

The School, as a whole, has shown improvement in reading levels across all year groups in 2020, with a greater number of students achieving above and less achieving below the expected curriculum level in Term 4.

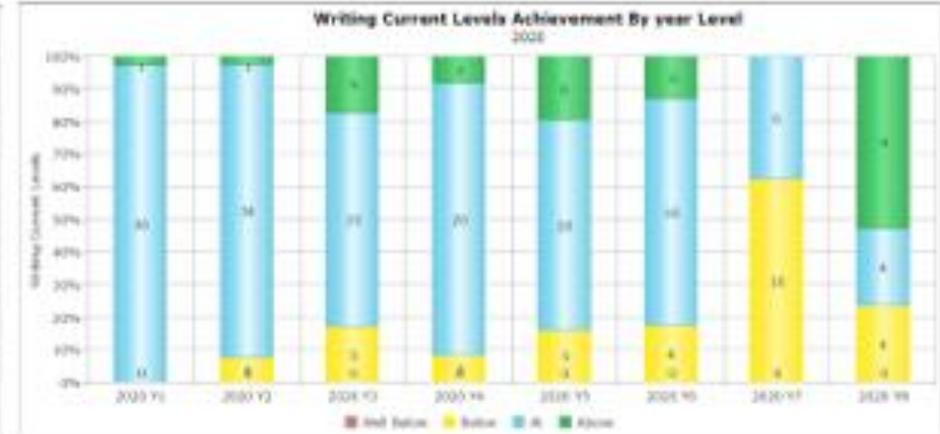
Both Maori and Pasifika students have had an increase in achievement levels but the progress has not been as great when compared with the rest of the school, when taken as a whole. The Maori male students are doing the least well, as a group, when compared with other gender and ethnic groups across the school. Five out of 11 Maori boys are achieving under the expected curriculum level for their year level.

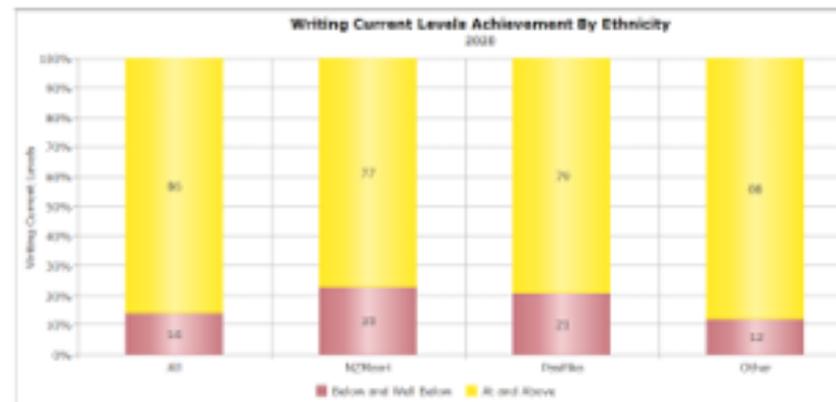
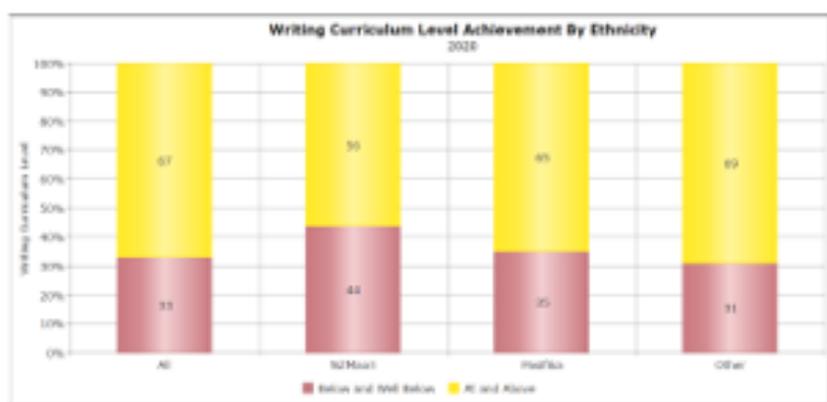
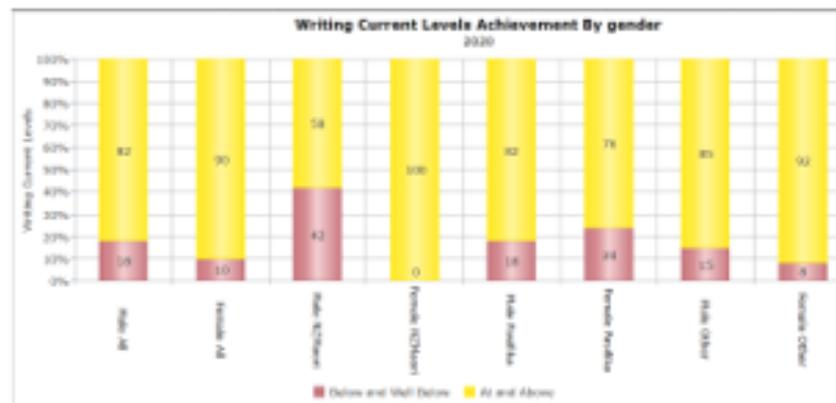
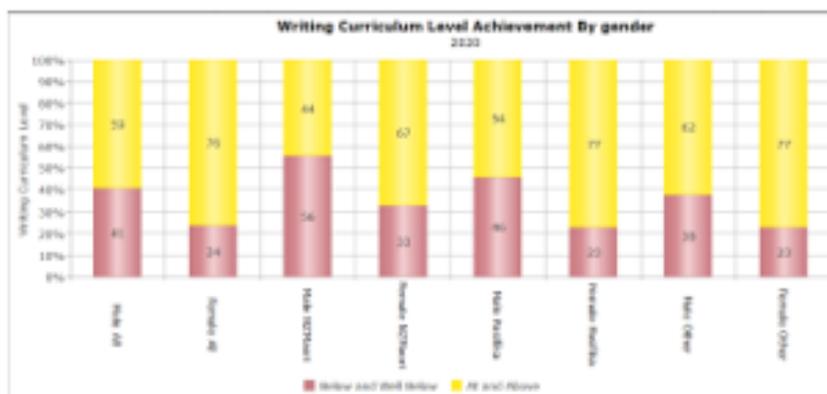
# Jireh Christian School End Year 2020 Curriculum levels – Writing

## Term 1



## Term 4





**Writing Achievement data 2020 Summary:**

There has been an improvement in the achievement of writing across all year levels except in the Year 7 cohort. The boys, as a whole, are achieving slightly less well than girls in the area of writing. The Maori male students are doing less well when compared to the other gender and ethnic groups but they have made good progress through the year. There are still 6 Maori students who are not achieving at the expected level. All Maori girls are achieving at or above expectation in the area of writing. Although there has been progress in the Pasifika students writing through the year, there are still 8 out of 34 Pasifika students achieving below the expected curriculum level for their year level.



# SCHOOL TARGETS 2020

# ANALYSIS OF VARIANCE 2020

Jireh Christian School Achievement Targets 2020	
<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 1 (2020) and in Term 4, (2020) and the progress measured in terms of curriculum writing levels from Year 2 - 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, ELL - Years 2 - 8 (2020). 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 1 2020 and then again in Term 4 2020.

Results in Feb 2020	In February 2020 ELL Year 2 - 8 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	17											
Yr. 3	7	1	4		2	1						
Yr. 4	1	1	3	1	2	4	1					
Yr. 5		1	4		3	1	1	1	1			
Yr. 6						4	4		1	1		
Yr. 7			2	1	2	1						
Yr. 8		1			1		2			1		

Below
     
 At
     
 Above

Below
     
 At
     
 Above

# Analysis of Assessment Data:

## ANALYSIS OF VARIANCE 2020

Number of ELL students who have made significant progress, (progressing by 2 sub-levels within the curriculum levels) in writing from Years 2 - 8 as measured by the e-asTTle assessment	Progressed by 1 level	Progressed by 2 or more sub-levels
Year 2	9	17
Year 3	14	8
Year 4	6	5
Year 5	17	3
Year 6	5	6
Year 7	5	5
Year 8	9	4

A number of ELL students 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 ELL students achieving within Curriculum Levels 2 and 3 by the end of 2020. At the start of 2020, far more students were achieving in Curriculum Levels 1 and 2 and at the end of 2020 more students were achieving within Level 2 and 3 across the school. There is a higher number of students achieving above the curriculum level in writing by November 2020 when compared with data from the start of the 2020. Although the number of students achieving below the expected curriculum level for writing has reduced there are still too many who are not achieving at expectation. They will continue to be part of a focus group for 2021 and classroom teachers and teacher aides will continue to have professional development to better equip them to plan and execute lessons tailor made for ELLs.



# ANALYSIS OF VARIANCE 2020

- Achievement data indicates a need for raising the achievement in writing with a focus on ELL students. Where many of the ELL students can use everyday language to communicate with their friends, they do not have the necessary academic language needed to access the curriculum, talk and write about their learning and express their ideas adequately.
- The fast-changing demographics of our school - over a third ELL and 90% of all NE students ELL.
- Focus of our Kahui Ako achievement challenge for 2020.

Action Taken	By Whom	When	Expected Results
School wide pre-test	All students and teachers	February 2020	Collect initial data. Identify student needs and classify students into Target Group - ELL students.
Review beginning of Term 1	Teachers	Feb 2020	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 and report to parents
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 TOD's	All teachers led by Principal and leader of Literacy and Leaders of learning areas. Kahui Ako focus as one of the achievement challenges 2 TOD's. Two within school leaders to ensure Kahui Ako goals are being met in our school.	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>
ELL Support – Small groups/individual In-class support	ELL teacher and TA	Term 1 - 4	<ul style="list-style-type: none"> <li>• Students will receive ELL support by the ELL teacher and in class support to assist with their learning to assist with the development of language for learning.</li> </ul>
Teachers assess ELL 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>

## ANALYSIS OF VARIANCE 2020

Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	Willingly and confidently share with colleagues.
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of learning areas	Once a term	<ul style="list-style-type: none"> <li>• Leaders of learning meet specifically to monitor progress of target students.</li> <li>• Meetings will be held at end of term with each Learning Area to discuss progress of focus students.</li> <li>• There will be regular contact between school and home and parents will be engaged in their children's learning through weekly home notes. Parent meetings and emailing.</li> </ul>
Teacher Inquiry into their practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>• Teacher goals set.</li> <li>• A spiral of inquiry will be used to record progress against these goals with a focus on student achievement.</li> <li>• There will be regular contact between learning areas to share stages of inquiry.</li> </ul>
IEP's  Action Plans	All stakeholders  Teachers	Twice a year  Once a Term or as necessary	<ul style="list-style-type: none"> <li>• These will be written for all Priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> <li>• Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of learning/all teachers at staff meetings	Yrs. 1 - 8	<ul style="list-style-type: none"> <li>• To analyse data, effective teaching and to share good practice.</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>• There will be a rigorous moderation process.</li> <li>• There will be critical analysis of data and rigorous tracking of target students.</li> </ul>

### 2020/2021 - Planning

Students will use progressions to inform next learning / goal setting.

Student agency will be developed.

There will be clarity and understanding of the links between speaking, reading and writing.

Targets/Focus students are collaboratively set, understood and monitored. Priority groups will be formed for Maori, Pasifika, ELL and all at risk students.