



Jireh Christian School

Strategic Plan

2021 – 2023



VISION FOR A JIREH CHRISTIAN SCHOOL GRADUATE

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



CHRIST CENTRED | be able to

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



CONFIDENT | be able to

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



CONNECTED | be able to

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



CONTRIBUTING | be able to

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



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; 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 a 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.

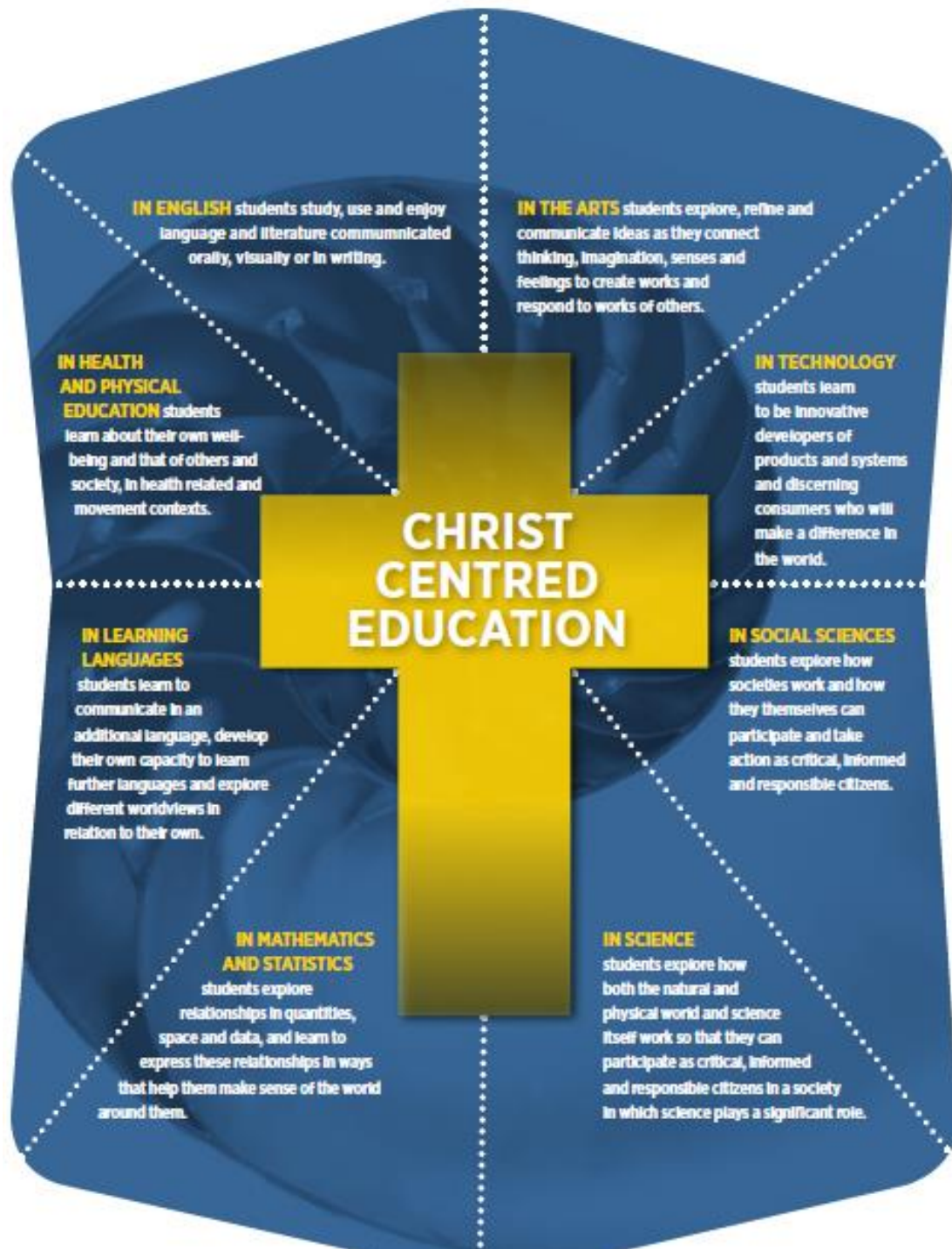
WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

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



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

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



SELF-EVALUATION CYCLE 2021 - 2023

	STRATEGIC	REGULAR
2021	<p>Combine JCS Student Outcomes with Key Competencies - future focussed learning</p> <p>Design a progress rubric for JCS Graduate Profile</p> <p>Learning Area: Mathematics- Prime Maths Programme Years 2 - 8</p> <p>ERO (External)</p> <p>Special Character (External)</p>	<p>ELL</p> <p>Growing the Intermediate Area of the school</p> <p>Developing the Maker Space</p> <p>Developing an Intermediate Technology programme</p>
2022	<p>Leadership programme - Leadership Capabilities Framework and the development of leaders across the school</p> <p>Developing the campus to accommodate roll growth.</p> <p>Online reporting to parents</p>	<p>Finance</p> <p>Support staff</p> <p>Wellbeing</p>
2023	<p>Developing the campus to accommodate roll growth</p>	<p>Health & Safety</p> <p>Learning Area: Languages</p> <p>Property</p>

The Strategic Plan is evaluated annually by the Board of Trustees.



Linking the Four Levels of Strategic Planning at Jireh Christian School

2030 Growth and Development Plan



Purpose:

1. Outlines a long-term strategic plan to ensure Jireh Christian School continues its journey towards becoming a school of choice.
2. Provides a big picture view of where Jireh Christian School wants to be by 2030.
3. Allows key decision makers to assess the cost and timing of achieving the vision.

Includes:

1. A philosophical rationale to inform strategic thinking.
2. A list of strategic initiatives to be achieved by 2030, organised into six domains of effective, research supported school practices.
3. A list of strategic initiatives related to Jireh Christian School's co-curricular programmes to be achieved by 2030, organised into service, leadership, arts, missions and sport (SLAMS).
4. Timelines outlining the proposed resourcing, roll growth and infrastructure changes required to support the 2030 Growth and Development Plan.

Strategic Plan 2021 - 2023 Plan



Purpose:

1. Outlines the medium-term strategic plan for the next three years. Goals are aligned to the 2030 Growth and Development Plan.

Includes:

1. A summary of the rationale to inform and guide strategic thinking.
2. A list of strategic initiatives to be achieved in the next three years, organised into six domains of effective research supported by school practice.
3. A list of strategic initiatives related to Jireh Christian School co-curricular programme to be achieved in the next three years, organised into services, leadership, arts, mission and sports (SLAMS).
4. A timeline outlining the proposed resourcing, roll growth and infrastructure changes required in the next three years.
5. A list of short-term strategic improvements to be achieved in the next three years, linked to the Kahui Ako/Community of Learning (CoL) achievement challenges.

Annual Plan 2021



Purpose:

1. Outlines the short strategic plan for 2021. Goals are aligned to the 2030 Growth and Development Plan.

Includes:

1. A list of strategic initiatives to be achieved in 2021, organised into six domains of effective, research supported school practice.
2. A list of strategic initiatives related to Jireh Christian School's co-curricular programme to be achieved in 2021, organised into service, leadership, art, missions and sports (SLAMS).
3. The identification of the first phase of implementation towards improvements to be achieved in the next year. Linked to the Kahui Ako/Community of Learning (CoL) achievement challenges and the MOE priorities of excellence and equity for all students and devising a new aspect to the social studies curriculum which includes New Zealand history in 2021.

2021 Work Plan



Purpose:

1. Outlines a detailed plan for 2021. Goals are aligned to the 2030 Growth and Development Plan.

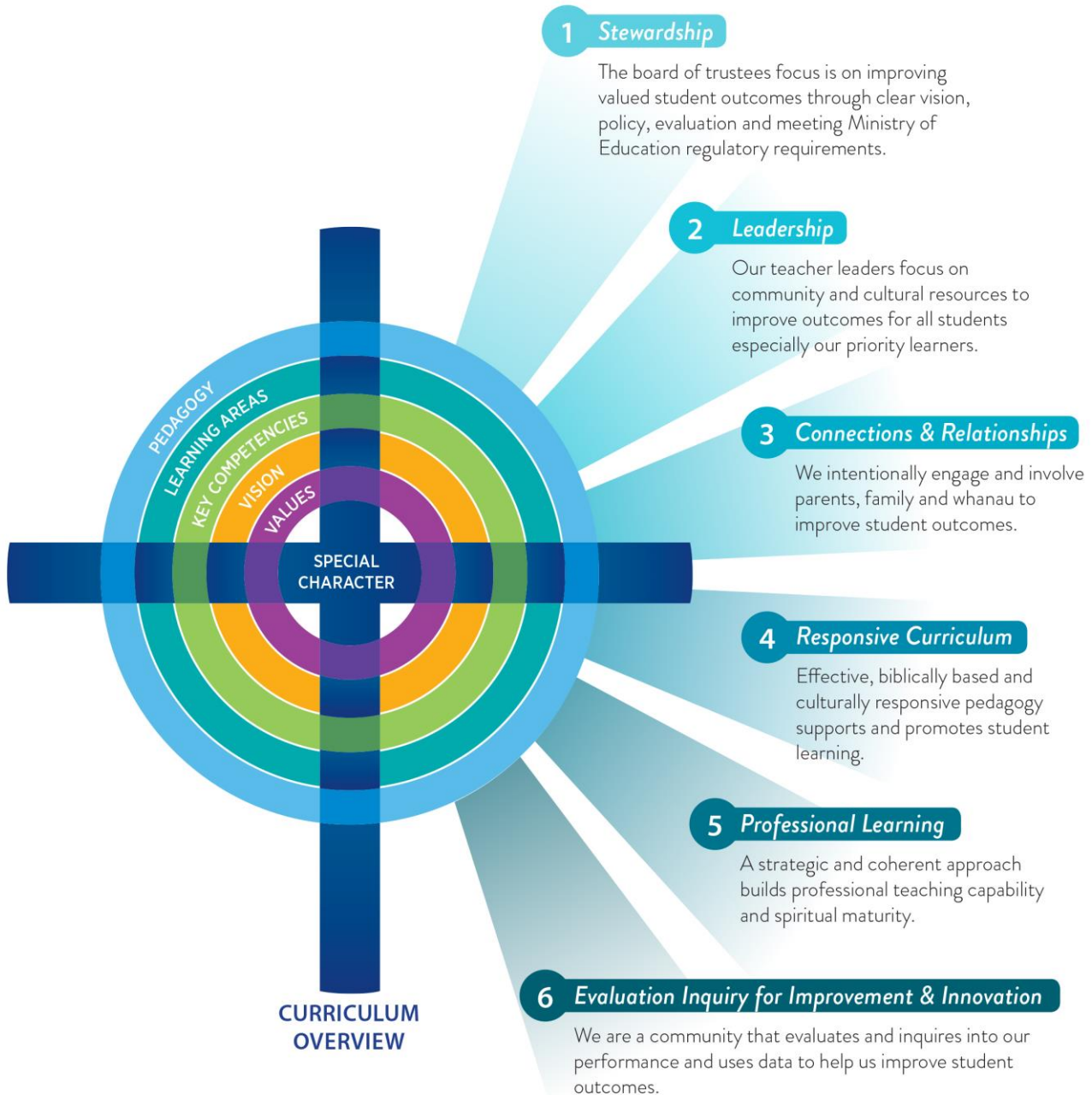
Includes:

1. Identification of specific details related to the 2021 Annual Plan, such as the identification of staff responsibilities and resourcing allocation.
2. A detailed implementation timeline, including termly progress milestones.
3. Detailed planning towards progressing short-term strategic improvements in 2021, linked to the Kahui Ako/Community of Learning (CoL) achievement challenges and MOE priority for excellence and equity for all students and devising a new aspect to the social studies curriculum which includes New Zealand history in 2021.
4. An outline of how the 2021 strategic plan priorities is reflected in professional development, BOT workplans and meeting calendars.

PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2021-2023

	TEACHING PRACTICE COACHING Effective Teaching Practices	PASTORAL CARE Wellbeing Restorative Practice, Peacemakers Vulnerable Children	TEACHING CHRISTIANLY	Digital TEACHING SYSTEMS eTap, SharePoint, OneNote, Google Classroom- Hapara,	TEACHING PRACTICE- Teaching as inquiry, assessment, numeracy, literacy, moderation, data informed decision making	DIGITAL LEARNING- Fluency, BYOD, digital citizenship STEAM skills	POLICY AND PROCEDURES HEALTH AND SAFETY SCHOOL POLICIES AND PROCEDURES	BICULTURAL Ka Hikitia, Tataiako, Treaty of Waitangi, Maori Culture, Language and Identity, Productive Partnerships	MOE INITIATIVES	Kahui Ako/ Community of Learning (CoL)
2021	Buddy Coaching - Continue to embed a culture of learning and growth among the staff through buddy coaching as part of the appraisal process using a Swivel for self-reflection. Embedding teacher competency to teach ELL students across the curriculum, using the 7 ELL principles and the TALL Project. Developing student graduate profile with key competencies with a progress rubric.	Equity and Excellence-know your learner. Embedding the cultural competencies of Tapasa	Special Character Professional Learning Programme KWT – embed The Special Character Guidelines and 7 Practices Using; The Drama of Scripture Induction for new staff - readings and BTI course NZACS Conference	Introduce online reporting to parents using eTap.	Embedding and reflecting on the Prime Maths programme eTap - reporting to parents - mid and end year - working towards online up to date reporting, trial run Term 1, live from Term 2. Using eTap to record achievement and track improvement Moderating writing across the school and gaining common understanding of the curriculum levels Introduce Korean in Tiwai learning area	Developing digital fluency across the staff Develop BOTs across the school as part of problem solving, creating and inventing in the makerspace. Embedding Google Classroom as an online learning platform Years 5 – 8	Staff retreat/ orientation day - How we do things. Staff Manual Teaching and Learning Guidelines	Embed cultural competencies in learning programme. Embed teaching Te Reo across the school	Develop Social Studies curriculum to include NZ history and local curriculum.	ELL - Implement Wellbeing – initiate Key Competencies to be combined with the JCS Student Outcomes to form Future Focussed Learning dispositions.
2022	Use Swivel for self and buddy reflections on good practice as part of the Growth and Development cycle Implement and embed Future Focussed learning	Learning Support-Success for All - Building an inclusive education system	Special Character Professional Learning Programme - embed KWT Special Character Guidelines Induction for new staff - readings and BTI course NZACS Conference	Continue to develop online reporting to parents and real time assessment on the parent portal	Becoming familiar with the Pact Tool/School Talk	Continue developing digital fluency across the staff IT activator - techy buddies Teachers share their knowledge of how to use BoTs effectively across the school. Develop increasingly integrated STEAM skills into the curriculum	Staff retreat/orientation day – health and safety - how we do things?	Embed cultural competencies in learning programme Embed teaching Te Reo across the school	Reflect on, make necessary changes to the new technology curriculum	ELL - embed Wellbeing - implement Key Competencies - initiate
2023	Continue to develop a robust Growth and Development cycle Implement and embed Future Focussed learning	Well Being, (Kahui Ako)	Special Character Professional Learning Programme Induction for new staff - readings and BTI course NZACS Conference	Use OneNote and ShP and Google Classroom confidently by staff across the school	Using the Pact tool/School Talk across the school to ensure common understanding and consistent, accurate assessment. Key Competencies (Kahui Ako)	Moving towards being a digital fluent school with skilled staff	Staff retreat/orientation day – health and safety - how we do things?	Embed cultural competencies in learning programme Embed teaching Te Reo across the school	Embed new technology curriculum. Digital technologies.	ELL - refresh Wellbeing- embed Key Competencies -implement

STRATEGIC MAP 2021 - 2023



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 2021.

Internal and External Evaluation Cycle 2021 ERO

The BoT has 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.

The BoT increases its capability to govern for all students to achieve their full potential. **2021.**

Stewardship Training Curriculum 2022

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

Evaluation of the 3 Year Strategic Plan 2023

The BoT is intentionally and actively involved in evaluation for innovation and improvement.

2. Leadership

Leadership Professional Development 2021-2023 and Focussed Inquires

Focussed inquiries are aligned with school wide initiatives. The Leadership Capabilities Framework is used to guide practice and inquiries to build capacity and capability.

To ensure that our leaders remain current with future educational initiatives, they are given opportunities to study examples of best practice through our Educational and Special Character funding. OneNote is used as a recording platform.

Strengths Finders programme with one-on-one coaching. **2021**

Embedding the learning from Strengths Finders to ensure effective teams. **2022.**

Review of Leadership Appraisal to ensure it is robust and is aligned with strategic goals based on data and in line with the Professional Growth Cycle. **2023.**

3. Powerful Connections and Relationships

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

Continue to build strong relationships with the local community through service, sport, special education, Pasifika Kids Advancing Homework Centre and leadership affiliations. **2021 - 2023.**

Wellbeing of staff and students through carrying out achievement goals of the kahui ako. **2021 - 2022.**

4. Effective Teaching and Curriculum

Embed new Digital Technologies Curriculum 2021

Our digital curriculum focusses on teaching students to design their own digital solutions and become creators of, not just users of, digital technologies to prepare them for the modern workforce. This will be further developed as part of the MakerSpace initiative.

Prime Mathematics will be embedded and reviewed in 2021 - 2022

Second Language. 2022

Te Reo first language 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.

Personalised Tracking and Mapping. **2021 - 2023**. Students set goals and map their personal growth against the vision for a Jireh Christian School Graduate profile.

ELL Teaching

All teachers and TAs will be equipped to best serve the growing number of ELL students in the school.

Form and join Professional Learning Groups. **2021 - 2023**

STEAM learning. **2021**. Solving real life problems through Future Problem-Solving Programme.

Learning Support. **2021-2023**. Teaching and Tutoring groups set up to ensure that all students, particularly those at risk, have every opportunity to succeed.

5. Empowered and Capable staff

PLD opportunities are meaningful, relevant and readily available to empower staff.

Kahui Ako/Community of Learning (CoL). **2021**. 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. **2021**. Teachers at Jireh Christian School improve their craft as part of growth coaching, which includes a professional buddy who supports them to reflect deeply on their practice. While the appraisal process focuses on teacher development, clear procedures and guidelines provide accountability and guidance regarding the school's expectations related to professionalism.

Teaching Christianly Development Plan. **2021 - 2023**. Embedding the KingsWay Trust Theological Framework and Special Character Guidelines with the seven practices.

6. Evaluation for Improvement and Innovation

Common Schoolwide Inquiry and Evaluation Practices. 2021.

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

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

Follow the Evaluation Cycle. 2021.

which includes 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. Special needs, ensuring that the systems in place ensure all students are catered for and their needs identified and addressed.

The development of the site for future growth, in conjunction with the Proprietor to include a Makerspace and a flexible Technology area for hard and soft materials, electronics and STEAM subjects.

Evaluation Cycle. 2022.

Leadership programme- Leadership Capabilities Framework and the development of leaders across the school.

Developing the campus to accommodate roll growth.

Online reporting to parents fully operational.

Campus Development. 2023

Health and Safety procedures are robust enough to ensure the safety and wellbeing of all those who work at Jireh Christian School and that the work/learning environment is as safe as possible for all.

Literacy is reviewed, looking at data and the necessary steps are made to ensure continued improvement.

Our Co-curricular Programme Strategic Initiatives for 2021 - 2023

Service

In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through links with Community Service Groups. In 2021 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'.

Service Day. 2021. Dedicate a day to serving in the community. This can become an annual event serving different areas of need in the community from helping people to cleaning up local creeks.

Helping prepare and serve lunches and performing at the Christmas concert, partnering with Feed the Streets Avondale.

Leadership

2021 - Year 7 & 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. Introduce House Captains.
Embed the fortnightly leadership opportunities.

Arts

2021 – School musical production

2022- Day of Delight

Mission

2021 - 2023 - Supporting TEAR Fund child

2022 - Send a mission team to Cambodia.

2022 - Market Days for mission fundraising

Sport

2021 – 2023 - work closely with ACS to organise and participate in Sports events.

2021 - Increased involvement in local sports cluster in a greater variety of sports.

Host the Auckland Christian Schools cricket zone day.

2022 - After school sports teams in a variety of sports.

STRATEGIC MAP 2021 – 2023

(linked to our Kahui Ako, Strategic Challenges and MOE Priorities)

WELLBEING

To raise the overall wellbeing of students in all the dimensions of wellbeing to develop student resilience and grit.

- | | |
|----------------------------------------------|------------------------------------------------------------------------------------|
| A. School-wide climate and practice | Increase the positive student experience each year. |
| B. Teaching and learning | Increase the positive teacher-student engagement levels each year. |
| C. Community partnership | Increase the community partnership statistics levels each year. |
| D. Pro-social student culture and strategies | Increase the positive manner staff and students relate to each other by each year. |
| E. Maintain an anti-bullying culture | Decrease any anti-social behaviour levels by each year. |

LEARNING SUPPORT

To raise the overall achievement of all at risk students.

At risk students improve in literacy and numeracy results in their diagnostic assessment each year.
ELL students improve in literacy results in their diagnostic assessment each year.

KEY COMPETENCIES

To ensure all students are increasing in their knowledge, skills and attitudes of the key competencies of thinking, relating to others, managing self, participating & contributing and using language symbols and texts.

School to develop key competencies in conjunction with the graduate profile - JCS valued outcomes.
A graduate student profile will be used to plot progress.

DIGITAL LEARNING

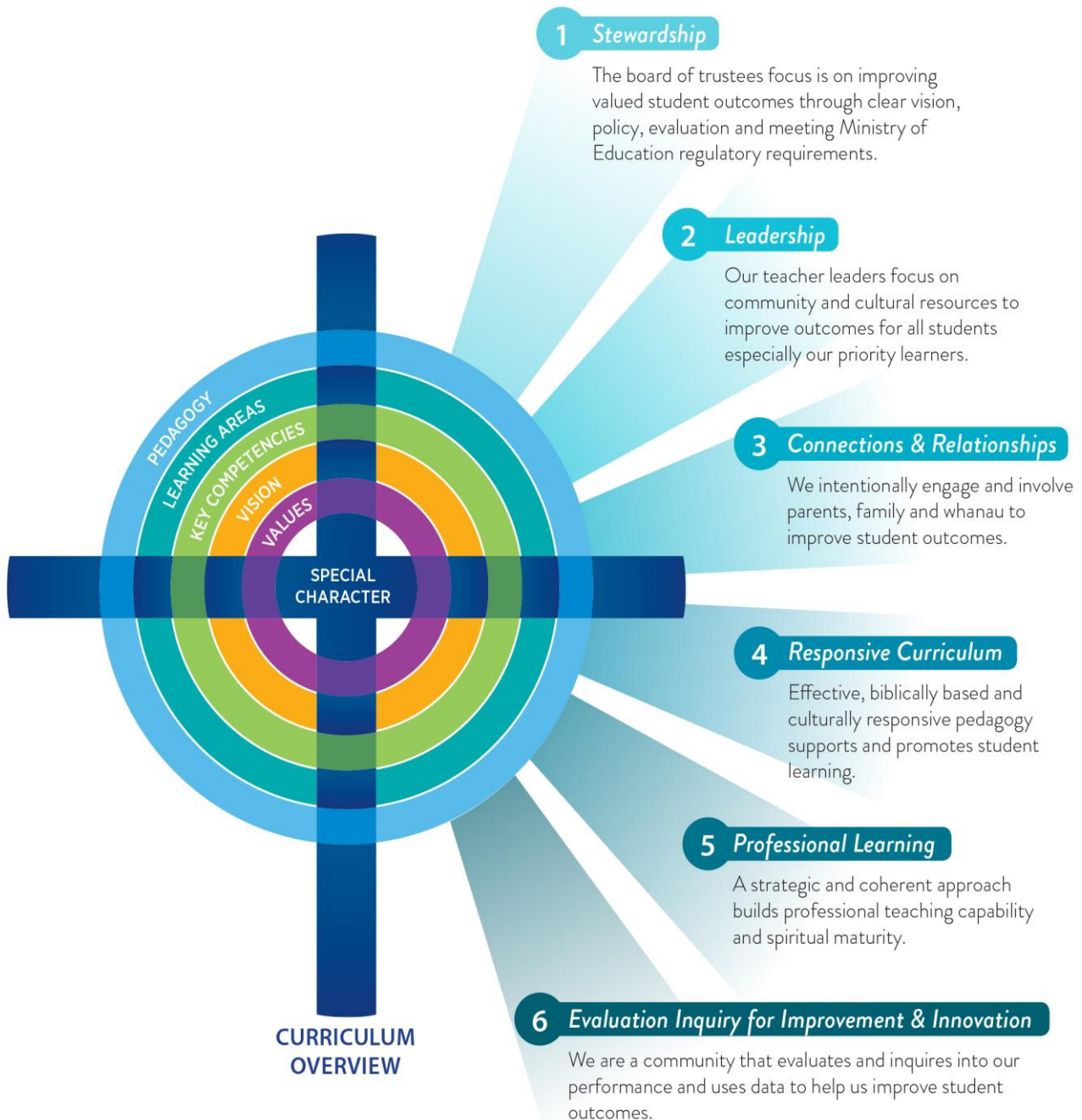
Staff and students are competent users of digital devices for learning and demonstrate computational thinking e.g. formulate problems in a way that enables students to use a computer and other tools to solve them.

Staff and student confidence levels in using digital devices for learning and engaging with computational thinking increase.

Develop STEAM skills and integrated them across the curriculum.

(Linked to Kahui Ako/Community of Learning (CoL) Goals)

(Linked to the 2030 Growth and Development Plan and reflects the first year of planned progress)



2021 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 2021.

Internal and External Evaluation Cycle 2021 ERO

The BoT has 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.

The BoT increases its capability to govern for all students to achieve their full potential. 2021.

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. The Leadership Capabilities Framework will be used for all leadership positions across the school. Strengths Finders coaching to be implemented in 2021.

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 Pacifica and Maori will be specifically analysed to gauge progress.

Cultural week 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, parent run electives, sports coaches from the parent community, workers in the health industry and horticulture to assist with vegetable growing and sustainability.

Pasifika Advancing Homework Centre to run for 2021.

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 embedded 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. STEAM skills to be introduced across the curriculum 2021.

The target learning group will be mathematics Year 2 - 8 as a means of gauging the efficacy of Prime Maths. The learning area of foci will be mathematics. 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 2021 - 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 Pacifica 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 embedded using the seven core practices.

6. Evaluation for Improvement and Innovation

- *common Schoolwide Inquiry and Evaluation Practices 2021.*

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. 2021.

which includes 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. Special needs, ensuring that the systems in place ensure all students are catered for and their needs identified and addressed.

KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES:

WELLBEING

To raise the overall wellbeing of students in all the dimensions of wellbeing to develop student resilience and grit.

- | | |
|----------------------------------------------|--------------------------------------------------------------------------------|
| A. School-wide climate and practice | Increase the positive student experience each year. |
| B. Teaching and learning | Increase the positive teacher-student engagement levels each year |
| C. Community partnership | Increase the community partnership statistics levels each year |
| D. Pro-social student culture and strategies | Increase the positive manner staff and students relate to each other each year |
| E. Maintain an anti-bullying culture | Decrease any anti-social behaviour levels each year |

LEARNING SUPPORT

To raise the overall achievement of all ELL students.

At risk students improve in literacy and numeracy results in their diagnostic assessment each year.

KEY COMPETENCIES

To ensure all students are increasing in their knowledge, skills and attitudes of the key competencies of thinking, relating to others, managing self, participating & contributing and using language symbols and texts.

School to develop key competencies in conjunction with the graduate profile - JCS valued outcomes.

An increase is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A graduate student profile will be used to plot progress.

DIGITAL LEARNING

Staff and students are competent users of digital devices for learning and demonstrate computational thinking e.g. formulate problems in a way that enables students to use a computer and other tools to solve them.

Staff and students will have a greater understanding of how digital technology systems work and they will use digital technologies to create new ways of doing.

Staff and student confidence levels in using digital devices for learning and engaging with computational thinking increase.



Kahui Ako Strategic Implementation Plan

Draft



Kahui Ako Strategic Planning Key

Implement

- Primary focus of all teachers and Kahui Ako leaders
- Staff impact: high
- Focus: practical
- Time: intensive

Initiate

- Secondary focus of related work-streams and Kahui Ako leaders
- Staff impact: medium
- Focus: strategic
- Time: moderate

Investigate

- Secondary focus of related work-streams and Kahui Ako leaders
- Staff impact: low
- Focus: practical
- Time: moderate

Embed

- Primary focus of curriculum leaders
- Staff impact: low
- Focus: practical
- Time: minor

Refresh

- Secondary focus of related work-streams and Kahui Ako leaders
- Staff impact: medium
- Focus: practical
- Time: minor

Questions:

1. Advice on time frame - 2 year or 3 year?

2. Comment on implementation priorities e.g. ELL first.

3. Any other advice?

National Education and Learning Priorities, (NELPS) in Schools - Objectives

1. Learners at the Centre How JCS is focussed on achieving the NELPS

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

- Through the Child Friendly and wellbeing surveys students are able to voice their concerns around bullying and discrimination by anyone at school; teachers and peers. The results are collated and suitable programmes are set up to address problems.
- The Jireh Way and Values express the intrinsic worth of each child, made in the image of God.
- Cultural Week is held once every 2 years to give value and honour to all the diverse cultures in our community. The parents run the week and the students dress up in the culture of the day as we celebrate our uniqueness in the unity of our common faith.

Have high aspirations for every learner and ākongā, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures

- Parents are consulted as Pasifika, Maori, Asian and Pakeha acknowledging that priorities may differ for different cultural groups and all are given opportunity to share their desires for their children. Consultation is done in cultural groups at meetings, through WeChat for the Chinese parents, at Hui and Fono for Maori and PI respectively and online surveys.
- Maori whanau have developed a rubric for Maori learners' success as Maori which is used to inform teachers what to include and how to use the cultural competencies in the teaching and learning programme and to include tikanga Maori in the day-to-day life of the classroom and school.
- Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning.
- A new history curriculum will be developed this year to be fully implemented in 2022. It will include local history and history which is part of the special character of JCS.

National Education and Learning Priorities, (NELPS) in Schools - Objectives

2. Barrier Free Access How JCS is focussed on achieving the NELPS

<p>Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs</p>	<ul style="list-style-type: none"> - The Pasifika Kids Advancing Homework Centre has been set up to bridge the learning gaps that have occurred due to long absences from school after lock downs. The homework centre is being funded by various trusts and MOE. - The Senco, together with the teacher, establish the students who require additional help and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning. - SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary. - Students have access to counselling at school. - Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom. - ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student's exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.
<p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>	<ul style="list-style-type: none"> - The Homework centre employs 2 teachers to work with groups of students, helping them with numeracy and literacy. - ESOL learners are given assistance in the classroom and in small, withdrawal groups. Teachers and TAs have had PLD and continue to have support in embedding the 7 ESOL practices. This year the school will participate in the TALL programme. ESOL is also a main focus of the Kahui Ako.

National Education and Learning Priorities, (NELPS) in Schools- Objectives

3. Quality Teaching and Leadership How JCS is focussed on achieving the NEPS

<p>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</p>	<ul style="list-style-type: none"> - Teachers have PLD around tikanga Maori and Te Reo. This learning is applied in the classroom. What is learnt and done in class is also informed by the termly korero whanau hui. - Teachers use the cultural competencies as found in Tataiko and Ka Hikitia.
<p>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</p>	<ul style="list-style-type: none"> - All middle managers have a leadership inquiry directly related to the strategic focus of their area of the school. We are using the Leadership Capabilities Framework to guide the mahi. - Teachers are using the school’s local Professional Growth Cycle to constant growth and improvement, through collaborative PLD, reflection and buddy coaching.

National Education and Learning Priorities, (NELPS) in Schools- Objectives

4. Future of Learning and Work- How JCS is focussed on achieving the NELPS

<p>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work</p>	<ul style="list-style-type: none"> - Whanau come into school and contribute to inquiries in their field of expertise, as appropriate. - Students explore primary, secondary and the service industry and how all contribute to society in inquiries over a 3-year cycle. - A future initiative for intermediate students will be to spend a day in a workplace of their choice.
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Service Leadership Arts Mission Sport

SLAMS

Our Co-curricular Programme Strategic Initiatives for 2021

Service



In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through links with Community Service Groups. In 2021 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'.

Helping prepare and serve lunches and performing at the Christmas concert, partnering with Feed the Streets Avondale.

Leadership

2021 - Year 7 & 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. Introduce a Head girl and boy. Embed the fortnightly leadership opportunities.

Arts

2021 – Whole school musical

Mission

2021 - Supporting TEAR Fund child

Sport

2021 - Increased involvement in local sports cluster in a greater variety of sports. Host the Auckland Christian Schools cricket zone day.



PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2021

	TEACHING PRACTICE COACHING Effective Teaching Practices	PASTORAL CARE Wellbeing Restorative Practice, Peacemakers Vulnerable Children	TEACHING CHRISTIANLY	Digital TEACHING SYSTEMS eTap, SharePoint, OneNote, Google Classroom-Hapara.	TEACHING PRACTICE- Teaching as inquiry, assessment, numeracy, literacy, moderation, data informed decision making	DIGITAL LEARNING- Fluency, BYOD, digital citizenship STEAM skills	POLICY AND PROCEDURES HEALTH AND SAFETY SCHOOL POLICIES AND PROCEDURES	BICULTURAL Ka Hikitia, Tataiako, Treaty of Waitangi, Maori Culture, Language and Identity, Productive Partnerships	MOE INITIATIVES	Kahui Ako/ Community of Learning (CoL)
2021	<p>Buddy Coaching - Continue to embed a culture of learning and growth among the staff through buddy coaching as part of the appraisal process using a Swivel for self-reflection.</p> <p>Embedding teacher competency to teach ELL students across the curriculum, using the 7 ELL principles and the TALL Project. Developing student graduate profile with key competencies with a progress rubric</p>	<p>Equity and Excellence - know your learner.</p> <p>Embedding the cultural competencies of Tapasa</p>	<p>Special Character Professional Learning Programme</p> <p>KWT – embed The Special Character Guidelines and 7 Practices</p> <p>Using; The Drama of Scripture</p> <p>Induction for new staff - readings and BTI course</p> <p>NZACS Conference</p>	<p>Introduce online reporting to parents using eTap.</p>	<p>Embedding and reflecting on the Prime Maths programme</p> <p>eTap - reporting to parents - mid and end year - working towards online up to date reporting, trial run Term 1, live from Term 2.</p> <p>Using eTap to record achievement and track improvement.</p> <p>Moderating writing across the school and gaining common understanding of the curriculum levels.</p> <p>Introduce Korean in Tiwai learning area</p>	<p>Developing digital fluency across the staff</p> <p>Develop Bots across the school as part of problem solving, creating and inventing in the makerspace.</p> <p>Embedding Google Classroom as an online learning platform Years 5 – 8</p>	<p>Staff retreat/orientation day - How we do things.</p> <p>Staff Manual</p> <p>Teaching and Learning Guidelines</p>	<p>Embed cultural competencies in learning programme.</p> <p>Embed teaching Te Reo across the school</p>	<p>Develop Social Studies curriculum to include NZ history and local curriculum.</p>	<p>ELL - Implement.</p> <p>Wellbeing – initiate</p> <p>Key Competencies to be combined with the JCS Student Outcomes to form Future Focussed Learning dispositions.</p>

ANALYSIS OF VARIANCE 2020

Jireh Christian School Achievement Targets 2020	
Curriculum Areas:	Literacy - Writing
Key Competency:	Using language, symbols and text to construct meaningful communication.
Baseline Data:	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.
Strategic Goal:	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

Results in Nov 2020	In November 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	5B	5P
Yr. 2	6	13	10	3	5	1								
Yr. 3	3	3	5	8	5	1								
Yr. 4	1		1	2	6	12		1						
Yr. 5			3	1	4	10	5	4	2					
Yr. 6					1	3	3	7	4	2				
Yr. 7					1		3	6	4	1				
Yr. 8					1		1		2	2	2	4	4	1
					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

This cohort of students has been chosen for a number of reasons as described below.

- achievement data indicates a need for raising the achievement in writing with a focus of 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"> • Discuss and reflect on teaching and learning needs, of both teachers and students. • Discuss concerns and celebrate success (short term goals).
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"> • Collaborative home-school partnership and parent support with class programmes. • Cultural identity • Family student voice • Relevant to everyday life • Changing practice • There will be regular contact between school and home, and parents will be engaged in their children's learning.
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"> • Set up differentiated PLD to upskill teachers. • Shared understanding • Set up writing folders • Collaborative planning. • Differentiated PLD will be provided to teachers on acceleration and what it looks like for each student.
Frequent Assessment	All teachers	Term 1,2	<ul style="list-style-type: none"> • To gauge efficacy of teaching and learning programme. Reflections on teaching and brainstorming of ideas that will lead to more effective learning.
Ongoing support			<ul style="list-style-type: none"> • Leaders of Learning will be actively involved in classrooms to model, provide support and monitor programmes. • Practice analysis conversations will take place because of these visits.
ELL Support – Small groups/individual In-class support	ELL teacher and TA	Term 1 - 4	<ul style="list-style-type: none"> • 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.
Teachers assess ELL students using the ELLPs	Teachers	Term 1, 3	<ul style="list-style-type: none"> • Teachers will track student progress using the ELLPs

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"> • Leaders of learning meet specifically to monitor progress of target students. • Meetings will be held at end of term with each Learning Area to discuss progress of focus students. • 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.
Teacher Inquiry into their practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> • Teacher goals set. • A spiral of inquiry will be used to record progress against these goals with a focus on student achievement. • There will be regular contact between learning areas to share stages of inquiry.
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> • 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.
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> • Differentiated learning programmes will be developed to meet specific needs.
Share bright spots and problem areas	Leaders of learning/all teachers at staff meetings	Yrs. 1 - 8	<ul style="list-style-type: none"> • To analyse data, effective teaching and to share good practice
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> • There will be a rigorous moderation process. • There will be critical analysis of data and rigorous tracking of target students.

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, Pacifica, ELL and all at risk students.

ANALYSIS OF VARIANCE 2021

Jireh Christian School Achievement Targets 2021	
Curriculum Areas:	Mathematics
Key Competency:	Using Language, Symbols and Texts • Interprets and uses words and numbers.
Baseline Data:	Year 3 - 8 students will do a PAT test in Term 1, 2021 and in Term 4, 2021 and the progress measured in terms of curriculum writing levels from Year 3 - 8. PAT will be used to measure mathematics progress.
Strategic Goal:	There will be a focus on a target cohort of students, Year 3 - 8, 2021. This cohort will show progress in mathematics. They will be measured using the PAT tool in Term 1, 2021 and then again in Term 4, 2021.

PAT Term 1 2021 Data

PAT Term 4 2021 Data

ANALYSIS OF VARIANCE 2021

This cohort of students has been chosen as a further means to ascertain how the new Prime Maths is going in the school. It is being used from Year 2 - 6 and is supplemented in Year 7 & 8 to ensure thorough coverage of the curriculum.

Action Taken	By Whom	When	Expected Results
School wide pre-test	All students and teachers	March 2021	Collect initial data which will inform the teaching and learning programme
Review beginning of Term 1	Teachers	March 2021	Accelerated progress.
Weekly meetings	All teachers led by leaders of learning areas	Weekly	<ul style="list-style-type: none"> Discuss and reflect on teaching and learning needs, of both teachers and students. Discuss concerns and celebrate success (short term goals).
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"> Collaborative home-school partnership and parent support with class programmes. Cultural identity Family student voice Relevant to everyday life Changing practice There will be regular contact between school and home, and parents will be engaged in their children's learning.
PLD's TOD's	All teachers led by Prime Maths facilitator, leader of numeracy and Leaders of learning areas.	Term 1 - 4	<ul style="list-style-type: none"> Set up differentiated PLD to upskill teachers. Shared understanding Collaborative planning to ensure there is good, deep coverage of the concepts and multiple opportunities for students to practise in different contexts Differentiated PLD will be provided to teachers on acceleration and what it looks like for each student.
Frequent Assessment	All teachers	Term 1,2	<ul style="list-style-type: none"> To gauge efficacy of teaching and learning programme. Reflections on teaching and brainstorming of ideas that will lead to more effective learning.
Ongoing support			<ul style="list-style-type: none"> Leaders of numeracy will be actively involved in classrooms to model, provide support and monitor programmes. Practice analysis conversations will take place because of these visits.
TA and accelerated support for students who are gifted and those who require more support	SENCO and TA	Term 1 - 4	<ul style="list-style-type: none"> Students needs will be met to help them make steady progress
Teachers assess students using the Prime Maths placement tests	Teachers	Term 1, 3	<ul style="list-style-type: none"> Teachers will track student progress using the Prime Maths placement tests

ANALYSIS OF VARIANCE 2021

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"> • Leaders of Learning meet specifically to monitor progress of target students. • Meetings will be held at end of term with each Learning Area to discuss progress of focus students. • 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.
The Leader of numeracy will Inquiry into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> • Teacher goals set. • Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Leader of numeracy's leadership goal as framed by the Leadership Capabilities Framework.
IEP's Action Plans	All stakeholders Teachers	Twice a year Once a Term or as necessary	<ul style="list-style-type: none"> • 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. • Differentiated learning programmes will be developed to meet specific needs.
Share bright spots and problem areas	Leaders of learning/all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> • To analyse data, effective teaching and to share good practice
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> • There will be a rigorous moderation process. • There will be critical analysis of data and rigorous tracking of target students.

2021/2022 - 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 number, Algebra and strand.

Priority groups will be formed for Maori, Pacifica, ELL and all at risk students and they will be monitored as separate groups and as part of the whole co-ort.