

2021

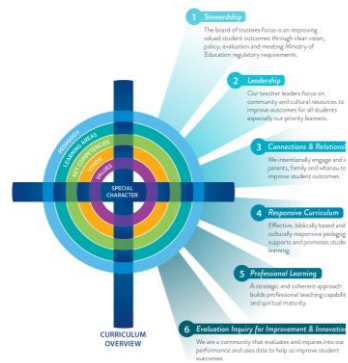


JIREH CHRISTIAN SCHOOL

WORK PLAN 2021



Jireh Christian School Work Plan 2021



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
1. Stewardship: 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. Person responsible: Sandra, BOT Chair						
Orientation and Alignment	The BoT meet 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	
Development and Consultation	The Strategic Plan is presented to the staff for input. Parent voice was gathered throughout 2020. 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	
Implement Action Plan	The Strategic Plan is carried out throughout the year.	Sandra	Term 1 - 4	The BoT receives updates 4 times a year to ensure the strategic goals are being implemented and fulfilled.	Term 1 - 4	
Monitor	The BoT receives regular, data informed progress reports for reading, writing and mathematics. With a particular focus on ELLs, Mathematics, 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	
Evaluate Progress	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
2. Leadership: Jireh Christian School middle and senior leaders integrate the Educational Leadership capabilities as identified in the Education Council Leadership Capability Framework (LCF) into professional learning and development and the professional Growth Cycle. Person responsible: Sandra						
Orientation and Alignment	The Middle and Senior Leaders (MLs & SLs) establish personal targets for their development and progress against the indicators from the LCF.	Sandra	Term 1	ML & SLs have clear professional development goals that align with the LCF framework set for 2021.	Term 1	
	The ML & SLs OneNote appraisal system is formatted to reflect the inclusion of the LCF framework indicators.	Sandra	Feb	The MLs & SLs OneNote reflects the Professional Growth Cycle	Term 1	
Development and Consultation	Principal meets with each MLs & SLs and evaluates their action plan for 2021.	Sandra	Term 1	MLs & SLs have clear and measurable development goals that align to the LCF framework indicators.	Term 2	
Implement Action Plan	MLs & SLs implement their action plan.	Sandra	Term 2 - 3	MLs & SLs grow in their capacity and capability in their identified LCF framework areas and record their progress.	Term 4	
Monitor	MLs & SLs inquire into the impact of the practice using self-evaluation.	ML & SLs	Term 1 - 4	MLs & SLs monitor and measure their impact and progress towards reflecting the LCF framework indicators in their leadership practice using tools such as teaching as inquiry.	Term 4	
Evaluate Progress	MLs & SLs discuss the evidence of progress against their targets and look at the next steps for development in 2022.	Sandra	Term 4	MLs & SLs confidently identify progress towards achieving their LCF action plan and can identify next steps.	Term 4	
3. Powerful Connections and relationships: intentionally engage and involve parents, family and whanau to improve student outcomes. Person responsible: Sandra, Charmaine						
Orientation and Alignment	For equity, 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. Pasifika Kids Advancing, (PKA) Homework Centre - run by parents, through the Melana Trust, at school.	Sandra Leaders of Learning (LoL)	Term 1 - 4	Allowing parent voice to inform decision making that allows for improved student outcomes.	Term 1 - 4	
	Workshops will be designed to help parents help their children with their learning at home and be an integral part of their child's learning journey.	Teachers MLs & SLs	Term 1 - 2	Parent voice through surveys and consultation. Improved student outcomes with a focus on at risk students.	Term 2	
	Cultural week will be run by parents where students will learn about cultures across the school.	Sandra	Term 1	Greater parent involvement in everyday school life. Students feedback and greater engagement in all of school life as they feel valued and esteemed in their culture.	Term 1	
Development and Consultation	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	
Implement Action Plan	Korero and Parent meetings, workshops and Cultural Week and PKA Homework Centre- running all year		Term 1 - 4		Term 1	
Monitor	Parent involvement.		Term 1 - 4		Term 1 - 4	
Evaluate Progress	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
4. Effective Teaching and Curriculum: Embed Prime Maths Programme across the school.						Person responsible: Maliah
Orientation and Alignment	Embed Prime Maths and establish school wide. Use effective assessment tools.	Maliah	Term 1 - 4 2021	Teachers gain a good understanding and knowledge of Prime maths. Use effective assessment to measure progress against the NZ curriculum levels.	Term 1 - 4	
Development and Consultation	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. PLD - Prime Maths experts. Classroom observations.	Term 1, 2, 3	
Implement Action Plan	Teachers use Prime Maths and a kete of learning experiences to allow for concepts to be learnt in a variety of contexts 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. Teachers are given a kete of resources to broaden students' learning experiences	Term 4	
Monitor	Learning Area meetings and discussion. MLs & SLs meetings.	Maliah Sandra Teachers LoL	Term 2 - 4	LoL mathematics will be conducting a school wide inquiry to find out how effective the programme is running and what the next steps are.	Term 1 - 4	
Evaluate Progress	The impact of the programme is measured through student assessments. PAT Term 1 and 4, 2021.	Teachers Sandra	Term 4 2019 - 2021	Maths programme is revised and reflects changes.	Term 2, 4	
Effective Teaching and Curriculum: Effective teaching and learning for ELL students						Person Responsible: Sandra, ASL & WSL and Charmaine
Orientation and Alignment	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	
Development and Consultation	Continued PLD, embedding the 7 principles on how to effectively teach ELL students and how they learn. Team Approach to Language Learners (TALL) project set up.	Sandra/Kahui Ako WML & SLs, (Within School Leaders) MoE facilitator	Term 1 Term 2, 4	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, 4 Term 1	
Implement Action Plan	Second language strategies are being used in the classrooms and efficacy of them form teaching as inquiry. TALL Project implemented.	Teachers LoL		Teachers assess and gain student voice to see what strategies are effective. School wide systems are looked at.	Term 4 Term 2 and 3	
Monitor	Bright spots are shared in Learning Areas and at staff meetings. Difficulties are discussed and collective professional capacity is used to look at new, better ways of teaching ELL learners and how they learn.	Teachers LoL		Student achievement data. Tall Impact Day	Term 1 – 4 Term 3	
Evaluate Progress	The impact of the programme is measured through student assessments.	Teachers Sandra	Term 4 2019 - 2021	Maths programme and ELL strategies are revised and reflect changes.	Term 2 and 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
Effective Teaching and Curriculum: Developing and implementing a Technology programme for intermediate.						Person Responsible: Sandra, Greta
Orientation and Alignment	By 2021 we will no longer be outsourcing technology provision for intermediates. Outfitting the Makerspace so that it is fit for purpose. Initial programmes in place for the provision of Technology for Intermediate students.	Peter Greta Sandra	Term 1	Setting up the Makerspace	Term 1	
Development and Consultation	Continue to develop a technology programme for intermediate students. PLD - Makerspace and STEAM skills	Peter Sandra Greta Charmaine	Term 2 - 4 Term 3	A comprehensive technology programme, covering all the necessary skills in the NZC.	Terms 2, 4	
Implement Action Plan	An engaging and stimulating technology programme has been designed and is being implemented.	Sandra Greta Peter	Term 1 - 4	Students are engaged in learning-student voice.	Terms 1, 4	
Monitor	Year 7 & 8 students are participating in a stimulating and engaging technology programme.	Vicki	Term 1 2021	Students are achieving the achievement objectives of the technology curriculum.	Terms 1 – 4 2021	
Evaluate Progress	Review of programme through the assessment and by gathering student voice and engagement.	Teachers Vicki	Terms 2, 4 2021	Review and revise as needed for continual improvement	Term 4 2021 - 2022	
5. Empowered and Capable Staff: Teachers at Jireh Christian School embark on the Professional Growth Cycle (PGC) for teachers.						Oversight: Sandra
Orientation and Alignment	Teachers re-familiarise themselves with the Standards for the Teaching Profession. Develop a common understanding of the STPs in the local context and evidence used to demonstrate quality practice.	Sandra Teachers	Term 4 2020	OneNote reflects PGC for Teachers.	Term 1	
Development and Consultation	Teachers engage in professional learning using the STP to advance their understanding of the relationship between their professional practice and outcomes for learners.	Teachers Coach Expert partner	Term 1	Professional dialogue, student data and school strategic focus frames inquiry and dictates appropriate PLD.	Term 3	
Implement Action Plan	Coaching buddies and teacher inquiries are established. Teachers use the growth coaching model in conjunction with their inquiries. Observations and swivel video used to observe practice.	Teachers Coach	Term 1 – 3	The Inquiry process is the default method of staff appraisal.	Term 1 - 4	
Monitor	Pre and post discussions with buddy coach to reflect and set new goals.	Teachers LoL	Term 1 – 3	Programmes are critically monitored and responsive to change.		
Evaluate Progress	Annual confirmation that each teacher has participated in the PGC and met the STP.	Sandra Teachers	Term 4	Growth Coaching and swivel observations promotes productive and professional dialogue for improvement.	Term 4	

Empowered and Capable Staff: A professional development plan that inducts and equips our teachers to effectively teach from a biblical worldview.						– Vicki and Sandra
Orientation and Alignment	Teachers will participate in Special Character PD.	Jacqui Lloyd Teachers	Term 1 – 4	Teacher feedback.	Term 1	
Development and Consultation	Embedding the KWT 7 Spiritual Practices	Jacqui Lloyd Teachers	Term 1-4	Evidence of Spiritual Practices in classroom programmes and school life.	Term 2 - 4	
Implement Action Plan	Teachers to read and work through The Drama of Scripture	Jacqui Lloyd Teachers	Term 1 – 3	Teacher feedback and discussion in PD sessions.	Term 3	
Monitor	Progress will be monitored through discussions as whole staff and in Learning Areas as curriculum is developed each term.	Jacqui Lloyd Teachers	Term 1 – 3	Evidence in planning documents and classroom observations done by LoL.	Term 4	
Evaluate Progress	Impact on learning programmes.	Jacqui Lloyd Teachers	Term 4	Teacher and student voice feedback on the implantation of the 7 spiritual practices.	Term 4	
Empowered and Capable Staff: Effective, culturally responsive pedagogy supports and promotes student learning.						Oversight: Sandra
Orientation and Alignment	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 maths. Teachers need to be equipped to teach Pasifika as Pasifika. All teachers will grow in their knowledge of Tikanga Maori and te reo.	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	
Development and Consultation	Teachers will embed Tapasa – Cultural competencies framework for teachers for Pasifika learners with specific reference to our school and our whanau and how we can ensure all Pasifika students are being given every opportunity to succeed. This will be done weekly for some weeks. Consultation with our Pasifika parents. Regular PLD – te reo Maori.	Sandra	Term 3	Teachers will develop a good understanding of the Pacifica cultural competencies.		
Implement Action Plan	Teachers will apply learning in their classrooms to ensure Pacifica students are encountering the teaching and learning programme in a culturally accessible way. Teachers are teaching and learning te Reo Maori in their classrooms developing a kete of resources.	Teachers LoL	Term 2 – 4	Teachers will use the Pacifica cultural competencies in their teaching and learning programme		
Monitor	Discussions at Learning Area meetings.	LoL	Term 3	Feedback from staff and student engagement.		
Evaluate Progress	Teachers have a good understanding of the Pasifika cultural competencies and know how to use them effectively in their teaching and learning programme. Te reo Maori is part of the learning programme in all classes across the school. Both Students and staff are learning te reo	Sandra Charmaine Teachers	Term 4	Teachers are using the cultural competencies to teach Pasifika students as Pasifika. Teachers are becoming more knowledge-able and competent in tikanga Maori and te reo.		
Empowered and Capable Staff: Jireh Christian School is a member of a Community of Learning/Kahui Ako of likeminded schools.						Oversight: Sandra
	See Community of Learning/Kahui Ako Achievement Challenges.					

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BoT	Progress
6. Evaluation for Improvement and Innovation: We are a community that evaluates, inquires into our performance, and uses data to help us improve student data.						Oversight: Sandra
Orientation and Alignment	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. 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.	Terms 1, 4	
Development and Consultation	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.		
Implement Action Plan	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.		
Monitor	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).		
Evaluate Progress	Positive changes in practice and achievement	LoL Sandra	Term 4	Students' achievement levels are raised.		



Jireh Christian School Work Plan 2021

Focus Area: Kahui Ako/Community of Learning (CoL) Achievement Challenges



Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
<p>1. Learning Support: The overall achievement of ELL is raised.</p> <p>2. Well Being: The Overall wellbeing of students is raised in all dimensions to develop student resilience and grit.</p> <p>3. Key competencies: School wide students graduate profile will be designed combining the JCS student outcomes and key competencies.</p>						<p>Oversight: Sandra Oversight: Sandra Oversight: Sandra</p>
Orientation and Alignment	Staff are provided with information and a proposed action plan for implementing the different Kahui Ako achievement challenges.	AML & SL WML & SL	Term 1	Staff feel informed and connected to the Kahui Ako.	Term 2	
Development and Consultation	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 WML & SL	End of Term 1	Staff feel connected and part of a Kahui Ako team.	Term 2	
	Teachers review the strategic plan devised by the Kahui Ako leadership and co-construct the final three-year plan 2020 - 2022	SM WML & SL AML & SL	Term 2	Teachers have ownership of the implementation plan.	Term 2	
	Teachers are provided with strategies and information to implement and achieve the plan.	AML & SL WML & SL Dimension Leaders	TODs Terms 2, 3	Teachers are equipped and prepared to implement the initial action plan.	Term 3	
Implement Action Plan	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.	AML & SL WML & SL	Term 1 - 4	Teachers confidently outwork the agreed plan.	Term 3 2020	
Monitor	Progress and engagement towards achieving the achievement challenge is monitored.	AML & SL WML & SL	End of Term 3	Teachers receive regular feedback about the impact their modified practice is having on student outcomes.	Term 3 2020	
Evaluate Progress	The achievement of the Kahui Ako goals is evaluated and next steps are planned	AML & SL WML & SL Teachers	Middle of Term 4	Data is analysed by teachers and the Kahui Ako leadership evaluates the impact of the plan on improving student outcomes.	Term 4	

Jireh Christian School Work Plan 2021



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

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
1. Service: At Jireh Christian School students are encouraged and given opportunities to be outward focussed.						- Sarah
Orientation and Alignment	Strategically partner with community service groups to reach out into our community.	Sarah Jo Sandra	Terms 2, 4	Build good relationships with local organisations where we can serve.	Terms 2, 4	
Development and Consultation	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	Terms 2, 4	Good, ongoing relationships with local organisations where we can serve. Students preparing and serving lunch at 'Feed the Streets Avondale'		
Implement Action Plan	The students will be given opportunity throughout the year to give and serve in the local community. <ul style="list-style-type: none"> - 'Feed the Streets Avondale'. - Rest Home Visit - Christmas presents for those in the Avondale community who are in need. 	Sarah Thomson Jo Teachers Students	Terms 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.		
Monitor	Feedback from the organisations as to the helpfulness of what we do and how we can do better.	Sarah Jo	Terms 2, 4	The organisations we serve are happy to have us back and believe that we add value. Parent and student feedback.		
Evaluate Progress	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.		

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
2. Leadership: Servant leadership done by example through service underpins the Year 7 & 8 Leadership programme.						- Vicki
Orientation and Alignment	Provide service-oriented leadership opportunities for students of Tiwai.	Vicki	Term 1	Build a commitment to serving in the Tiwai learning area. House Leaders chosen.	Terms 1, 4	
Development and Consultation	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.		
Implement Action Plan	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.		
Monitor	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.		
Evaluate Progress	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.		
3. The Arts: To ensure that all students have the opportunity to participate in the performing arts						- Sandra
Orientation and Alignment	Sourcing and adapting a suitable musical. Production dates built into the calendar.	Staff Parents Students	Term 1	Whole school participation. Talented students are identified and given the opportunity to have main roles through auditions.		
Development and Consultation	Staff assigned to particular roles for the production	Sandra Miriam Johannah	Term 2	Auditions, casting and rehearsal roster set up.		
Implement Action Plan	Throughout the school year students will rehearse.	Miriam Johannah	Term 2, 3	People are chosen to fulfil functions that they are good at and are able to contribute with excellence.		
Monitor	Ensure that the show is on track to be performed in Term 4	Miriam Johannah	Term 3, 4	Students know their lines, dances and songs.		
Evaluate Progress	Dress and technical rehearsals.	Miriam Johannah	Term 4	A successful production is produced.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
4. Mission: Blessed to be a blessing, being outward focussed						Oversight: Sandra
Orientation and Alignment	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, have a good understanding and a real passion for participating in the Mufti Days to raise funds.	Terms 1 - 4	
Development and Consultation	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.		
Implement Action Plan	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.		
Monitor	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.		
Evaluate Progress	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
Orientation and Alignment	Be an active and contributing members of the Auckland Christian Schools Association. To participate in after school competitions, e.g. ABML & SL Basketball and Waitakere cricket. To join the local Whau local school sports cluster.	Teachers Parents	All Year	Build relationships with other sporting organisations. To encourage our students to be good ambassadors for the school.	Terms 1 - 4	
Development and Consultation	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.	Teachers Helpers	T4	Build relationship with Papatoetoe Cricket and Sport Waitakere.		
Implement Action Plan	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 and large balls skills, gymnastics and swimming sports is delivered to students. Introduce lunchtime in-house sporting competitions. Participate in local school zone days.	Teachers Helpers	Terms 1 - 4	Students level of participation and enthusiasm towards sports grows.		
Monitor	Check in with students on their interest to participate in after school tournaments. The level of students wanting to participate in a variety of sports offered by ACS grows during the year.	Teacher students	All year	More students are involved in sporting opportunities.		
Evaluate Progress	Number of teams entering for tournaments grows during the year. Review at Auckland Christian Sport meeting.	Teachers	T4	More students are involved in sporting opportunities.		

Jireh Christian School Work Plan 2021



Focus Area: Ministry of Education Target and Initiatives for 2021

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
1. INITIATIVES – Designing Social Science Curriculum to include NZ history: Staff and students will design and be ready to implement an integrated curriculum to include NZ history. – Sandra						
Orientation and Alignment	PLD programme set up with an overview of what it will cover. The 7 areas of content to be covered, local history, the Bible's early journey in NZ.		Term 1	Teachers gain a good understanding of how the new curriculum will be developed through the year and how to prepare to include it in the teaching and learning programme in 2022.	Term 1	
Development and Consultation	PLD programme presented.	Sandra Teachers Hugh Dicky - CBM	Terms 2 - 3	Teachers grow in knowledge of NZ history.		
Implement Action Plan	JCS teachers develop a social sciences curriculum.	Teachers Sarah	Terms 3, 4	A new social studies curriculum is developed	Term 4	
Monitor	Progress and engagement towards achieving the goals of the social sciences curriculum to include NZ history.	Sandra Greta LoL	Terms 1 - 4	Regular discussions and reflection on what to include and how to ensure the programme is integrated.		
Evaluate Progress	A learning programme across the school is ready to be used in Term 1, 2022.	Greta Sandra LoL	Term 4	NZ history is being taught across the school in 2022		

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

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

<p>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</p>	<ul style="list-style-type: none"> - 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.
<p>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</p>	<ul style="list-style-type: none"> - Parents are consulted as Pasifika, Maori, Asian and Pakeha acknowledging that priorities may differ for different cultural groups and all are given the 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 meet 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

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<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.
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	<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 for continual 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

Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work	<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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Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
1. TARGET STUDENTS – Raise the achievement for Mathematics						- Sandra
Orientation and Alignment	Prime Maths has been implemented. Reflections on how to make it more effective and ensure a robust teaching and learning programme is in place which is facilitating progress and achievement.	Maliah	Term 1	Teachers have a better understanding of how best to implement and use Prime Maths in the teaching and learning programme to ensure students have every opportunity to continually raise their achievement in mathematics.	Terms 1, 4	
Development and Consultation	PLD - teachers will have professional learning.	Jules- Prime Maths trainer	Term 1	Teachers engage in the PLD.		
Implement Action Plan	Teachers will apply PLD in their teaching and learning programmes. The maths curriculum will be broadened to ensure students have multiple opportunities to practice and use new concepts.	Teachers Sandra	Term 4 2020 Term 1 2021	Student voice is gained.		
Monitor	Check in weekly meetings in Learning Areas. IEPs for those who are a year behind the expected curriculum level. Meetings twice a year to gauge progress and to form new goals. Action Plans for those who are less than a year behind the expected curriculum level. This is continually updated as needed. Prime placement tests are used to plot progress and identify next steps. Classroom observations by LoL.	LoL SENCO teachers	Terms 1 - 4	IEP and Action Plan goals are met and new goals are regularly set moving students up through the curriculum sub-levels and levels.		
Evaluate Progress	Teaching and learning programmes in the area of mathematics allow students the opportunity to continually improve.	SENCO Teachers	Terms 2, 4	Teachers are enabled to teach mathematics effectively. Student achievement is raised and steady progress is gained.		