

A photograph of a workshop or classroom. In the foreground, two young boys in teal polo shirts are working at a wooden workbench. One boy is using a hand plane on a piece of wood, while the other looks on. In the background, another student is seated at a desk with sewing machines. The room is filled with various tools and equipment.

Jireh Christian School Strategic Plan 2022 - 2024

JIREH CHRISTIAN SCHOOL

Strategic Plan
2022 - 2024

We are a Christ centred community where
learners are nurtured to glorify God

Our Vision



Our student outcomes

Goals

1. Grow achievement with a focus on priority learners

2. Developing Staff Capabilities

3. A growing Christian School of choice

Strategic Initiatives

- Develop and embed a whole school approach to ESOL learning
- Implement the Pasifika Education Action Plan
- Strengthen the learning environment and connections for Maori learner success
- Grow leadership capability
- Enable and equip staff to deliver a programme of excellence
- Embed the Student Outcomes and Key Competencies in all learning
- Create pathways for Christian Education to be accessible
- Create a vibrant Makerspace with a dynamic programme
- Work with the proprietor/ stakeholders to develop the school to accommodate growth

Success

Pacific, ESOL and Maori students are achieving academic success.

Staff are able to plan and execute effective teaching and learning programmes in learning

School roll growth with more stimulating learning spaces

Our Values



Romans 11:36 "For from Him and through Him and for Him are all things, to Him be the glory forever. Amen"

Three Year Overview 2022 - 2024

Goals	Initiatives	2022 Outcomes	2023 Outcomes	2024 Outcomes	Measured by:	Success
<p>Strategic Goal 1</p> <p>Academic Success for All Learners</p>	<ul style="list-style-type: none"> Develop and embed a whole school approach to ESOL learning Implement the Pasifika Education Action Plan Strengthen the learning environment and connections for Māori learner success 	<p>Develop and implement a co-ordinated whole school ESOL plan</p> <p>Staff and Pacific Parents gain an understanding of the Pasifika Education Plan</p> <p>Staff and students learn about the whakapapa of te Whau Staff te Reo Māori capability is developed</p>	<p>Co-ordinated ESOL plan embedded</p> <p>The Pasifika Education Plan is implemented</p> <p>School develops our own mihi and haka embedded in the whakapapa of te Whau Te Reo is taught competently across the school</p>	<p>Whole school co-ordinated ESOL plan added to the induction programme of new staff</p> <p>The Pasifika Education Plan is embedded</p> <p>Staff and students know the school mihi and haka and use it organically as part of welcoming people and at formal occasions or gatherings</p>	<p>% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p> <p>% of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p> <p>% of Māori students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%</p>	<p>Pacific, ESOL and Māori students are achieving academic success</p>
<p>Strategic Goal 2</p> <p>Developing Staff Capabilities</p>	<ul style="list-style-type: none"> Grow leadership capability Enable and equip staff to deliver a programme of excellence Embed the JCS Student Outcomes and Key Competencies in all learning 	<p>LoL use the Leadership Capabilities Framework to form an inquiry linked to a specific area of responsibility</p> <p>Develop the curriculum in line with the NZC refresh – Social Science and History</p> <p>Develop writing skills capabilities in staff and students</p> <p>All teachers are using the learning progressions consistently for reading, writing and mathematics</p> <p>Teachers gain a good understanding of the key competencies</p>	<p>Develop the curriculum in line with the NZC refresh - Maths, English and Science</p> <p>Develop a whole school writing programme which ensures consistency</p> <p>Develop/source and online platform for reporting to parents</p> <p>The JCS outcomes are reworked to ensure they contain the key competencies/future focussed learning dispositions</p>	<p>Use the StrengthsFinders Programme across the school with all staff</p> <p>Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE</p> <p>Embed a whole school writing programme.</p> <p>Teachers confidently use in time online reporting to parents</p> <p>A graduate student progress profile rubric is developed and used by students and teachers</p>	<p>Using a survey form with top strengths number at 5 and leadership at 1. The number of high strengths increases each year and in areas where there is particular room to grow.</p> <p>% Students are achieving at or above the curriculum levels in writing * 2022- 75% * 2023- 80% * 2024- 85%</p> <p>All teachers are using online reporting. Parent satisfaction survey to continually improve</p> <p>JCS student graduate profiles show individual progress</p>	<p>Staff are able to plan and execute effective teaching and learning programmes in learning</p>
<p>Strategic Goal 3</p> <p>A Growing Christian School of Choice</p>	<ul style="list-style-type: none"> Create pathways for Christian Education to be accessible Create a vibrant Makerspace with a dynamic programme Work with the proprietor/stakeholders to develop the school to accommodate growth 	<p>Set up a Charitable Trust for parents to access funds</p> <p>Design a learning programme for the Makerspace</p> <p>Plans are drawn up for purpose-built learning spaces to accommodate a Year 1-10 school on the site</p>	<p>Set up a website and data base and gain doners</p> <p>Teachers are given PLD in how to best use a Makerspace</p> <p>Lodge an application to grow to include Year 10</p>	<p>Teachers use the Makerspace as an integrated part of their programme</p> <p>Building commences</p>	<p>A greater number of students are able to access Christian education with financial help available</p> <p>Teaching and Learning plans show the inclusion of makerspace activities</p> <p>Redevelopment of the site with the inclusion of a middle school, encompassing Years 7-10</p>	<p>School roll growth with more stimulating learning spaces</p>

Strategic Goal 1 Academic Success for All Learners

3 Year Success Metric:

1.1 ELLs are achieving at or above the curriculum levels in reading, writing and mathematics

% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing = * 2022 - 70% * 2023 - 75% * 2024 - 80%

1.2 Pasifika students are achieving at or above the curriculum levels in reading, writing and mathematics

% of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing = * 2022 - 70% * 2023 - 75% * 2024 - 80%

1.2 Maori students are achieving at or above the curriculum levels in reading, writing and mathematics

% of Maori students achieving at or above the curriculum levels in mathematics, reading and writing = * 2022 - 70% * 2023 - 75% * 2024 - 80%

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
1.1 Develop and embed a whole school approach to ESOL learning	Consolidate learning from TALL programme - forming the framework for a whole school, co-ordinated ESOL programme	ESOL team Kahui Ako - Within School Leaders	Term 1, 2022	\$60 000 0.25FTTEs	A written draft plan detailing the co-ordinated approach	
	The Co-ordinated whole school ESOL plan is developed and articulated	ESOL team leader, teachers, Principal	Term 2, 2022		A whole school, co-ordinated ESOL plan	
	Ensure a common understanding of the plan and what it will involve with all those who will be using it	ESOL team leader, Principal	Term 2, 2022		A common understanding of the plan is held by all who will use it	
	Teachers are working with Within School Leaders and the ESOL team to implement the plan	Teachers, ESOL team, Within School Leaders	Term 3 and 4		The plan is being implemented across the school	
	Regular meetings are set up on Friday mornings between the teachers, learning support and ESOL team to ensure the needs of the ESOL students are being addressed, making adjustments to the programme as is needed	Teachers, ESOL team, Within School Leaders	Term 2 - 4		The Plan is being improved and the achievement of ESOL students is continually improving	
1.2 Implement the Pasifika Education Action Plan	Develop a common understanding of the Pasifika Education Action Plan among staff	Principal Teachers	Term 1	PLD- \$5000	Staff have a common understanding of the Pasifika Education Action Plan	
	Develop school actions from the plan to implement	BoT- Pasifika representative Pasifika task force - whanau, Principal	Term 2		A number of actions/next steps to be implemented	
	Meet regularly to gain whanau voice and to report on actions taken and progress being made.	BoT- Pasifika representative Pasifika task force - whanau Principal	Term 1- 4	Fono Talanoa- \$2000	Good working relationship with parents to help facilitate student success	
1.3 Strengthen the learning environment and connections for Māori learner success	Arrange a visit to a local Marae where students and staff can learn the Whakapapa of Te Whau	LoL- te Reo and Te Ao Maori, Principal	Term 1	\$800	Students and staff learn about the whakapapa of Te Whau - relationship developed between school and the marae to facilitate annual visits for staff and students.	
	PLD for kaiako and rangatahi to gain confidence and improve their Te Reo Māori	LoL- Te Reo Maori- Whakamānawatia te reo Māori	Terms 1- 4	\$5000	Staff and students can speak some Te Reo Maori with confidence	

Strategic Goal 2 Developing Staff Capabilities

3 Year Success Metric:

2.1 Survey form % of high strengths increases each year

2.2 % of students are achieving at or above the curriculum levels in writing * 2022- 75% * 2023- 80% * 2024- 85%

2.3 JCS Graduate Progress Profile shows individual progress

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
2.1 Grow leadership capability	LoLs frame an inquiry using the Leadership Capabilities Framework on OneNote. This will form part of the Professional Growth Cycle	Principal LoL	Term 1	\$3000	LoL inquiries are specific and relate to best practice for school improvement and leadership development, as described by the Leadership Capabilities Framework	
	LoLs meet with the Principal to discuss the inquiry and next steps	Principal LoL	Term 1		Teaching and learning programmes and leadership capabilities are continually improving	
	Inquiries carried out with check-ins with the Principal	Principal LoL	Term 2 - 4			
2.2 Enable and equip staff to deliver a programme of excellence	Teachers become acquainted with the NZC Social Sciences, history curriculum	Teachers Principal	Term 1, TOD	\$500 Government Funded PLD	Teachers know what the new Social Science, History NCS refresh looks like	
	Teachers have PLD learning about the local whakapapa	Principal Local Iwi	Term 1, TOD		Teachers know the local whakapapa of the Maori and Pakeha in Te Whau	
	Teachers design and implement a local histories curriculum	Teachers LoL, Principal	Term 2 - 4		A local history curriculum is implemented across the school	
	Teachers have PLD for writing - Writers Toolbox	Writers Toolbox facilitators Teachers	Term 1 - 4		Improved teachers' literacy capability to raise student achievement	
	Students Year 4-8 use the online platform for Writers Toolbox	Writers Toolbox facilitators Teachers	Term 1 - 4		Increased student achievement in writing	
	The learning progressions for each core learning area are unpacked. Teachers work with others in a team, at the levels they teach.	LoL Teachers D.P.	Term 1 - 2		Teachers know and understand the learning progressions for their level.	
	The learning progressions are incorporated into planning and assessment for reading, writing and mathematics	LoL Teachers D.P.	Term 3 - 4		Planning and assessment are done in alignment with the learning progressions	
The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics	LoL Teachers D.P.	Term 3 - 4	A common understanding is demonstrated through moderation			
2.3 Embed the Student Outcomes and Key Competencies in all learning	Teachers have a think tank around the future focussed dispositions that will allow for success.	Principal, D.P. Teachers	Term 2	\$300	Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world	
	Teachers work through a book together looking at key competencies	Principal, D.P. Teachers	Term 2 - 4			

Strategic Goal 3 A Growing Christian School of Choice

3 Year Success Metric:

- 3.1 A greater number of students have access to Christian Education who previously were not able to do so due to financial constraints
- 3.2 Through surveys gain student voice and engagement which increases with time
- 3.3 Campus development and the opening of a Middle School

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
3.1 Create pathways for Christian Education to be accessible	Set up a Trust to facilitate giving a greater number of students the opportunity to access Christian Education	Principal and Trustees	Term 2 - 3	\$500	Jireh Hope - A Charitable Trust set up	
3.2 Create a vibrant Makerspace with a dynamic programme	Visit school Makerspaces around Auckland	D.P. Principal Specialist Makerspace teacher	Term 3		Gain a better understanding of the ways in which Makerspaces can be used for rich learning	
	Research school Makerspaces around the world	Principal Specialist Makerspace teacher	Term 4			
	Using the current curriculum, look at ways Makerspace learning could enhance the programme	Principal Specialist Makerspace teacher	Term 4		Integrate Makerspace learning into aspects of the curriculum	
3.3 Work with the proprietor/stakeholders to develop the school to accommodate growth	Research and visit purpose-built learning spaces	D.P. Principal Proprietor	Term 1		A clear idea of what JCS might be in the future in terms of size, year levels and pedagogy	
	Plans drawn up	Proprietor	Term 2 - 4		Plans drawn up	