



Jireh Christian School

Annual Report

2021





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INTRODUCTION

A Year in Summary

What a year it has been, with a term and a half of lockdown restrictions. So much has been cancelled or had to be done differently. It has been a year of uncertainty and the lack of connection has been trying for many. And yet there is much to be thankful for and to celebrate. It has been such a joy to see the tamariki running into the school gates to join their classmates with the partial return to school.

Despite the circumstances, learning has continued for most. We have employed 4 new staff members and will manage to have Awards ceremonies and the Year 8 Graduation dinner before the year is out. Tiwai had a team building day and we travelled the world during cultural week. New families have been welcomed by mihi whakatau where the JCS kapa haka group performed. We have worshiped together and learned about some of the heroes of the Old Testament, during the weekly Friday assemblies. Harold the Giraffe, from the Life Education bus, together with a number of our whanau in the health industry and St. Johns taught us about the human body. BadaBoom music group performed with giant blow up props and puppets. Mana and Wai had a trip to Howick Historical Village. The Family Fun BBQ was a good time for a meet and greet. There have been several morning teas to orientate new families. We managed to squeeze in a few gymnastic lessons and the cross-country, soccer, netball and touch teams participated in the Auckland Christian Schools sports days. There have been several Talanoa and Hui on site. The Pacifica Homework Centre continued tutoring students online during lockdown. The whole school picnic at Cornwallis Park did not disappoint as students came dressed up in their house colours. There was much hilarity at the tug-of-war between parents and students. We celebrated language weeks, Mufti Days, House winner's pizza lunches and held a pet day, which included amongst others, a horse, fish in packets, dogs, cats and rabbits. We managed to hold one Open Day for prospective families to view the school. Parent teacher interviews and an Online Safety Information evening were held.

Quite a bit of building work has taken place and will continue to happen over the summer break. Most buildings now have new roofs and gutters. A new classroom has been created by joining the quiet room and the ESOL room. ESOL and Awa will swap rooms next year. Archgolas are going up over the decking outside Kereru and Piwakawaka and all four of the relocatables in Ika and Tiwai. A number of heat pumps have been installed across the school. The Awa Roto block has been repiled due to subsidence. Some of the railing and stairs will be painted and repaired over the summer break.

It is reassuring to know in these uncertain times that our God is never changing and ever the Rock on which we can stand on and trust in.

Next year schools will be open for all students on site, no matter the traffic light we find ourselves in, with appropriate health and safety measures in place. We look forward to meeting again in person in Term 1, 2022. I take this opportunity to wish you a very special Christ-filled Christmas and a wonderful summer holiday enjoying the company of loved ones and friends.

Yours in His service
Sandra Bosman
Principal, JCS



SCHOOL OVERVIEW



History and Tradition

Jireh Christian School is a decile 3 state integrated school with a Special Character which has its roots firmly grounded in a Biblical worldview philosophy which informs the curriculum content and practice. It is situated in Avondale and has a roll of 254. This is a unique Christian community of learning made up of students from a wide range of backgrounds and cultures. Students travel to Jireh Christian School from several suburbs within a 30-km radius. Jireh Christian School has a wonderful history and well-established traditions which have come from two Christian communities of learning; Immanuel Christian School began in June 1986 as a private school on the current campus. Jireh School began as a home-schooling endeavour in Kumeu, then developed into a small private school in 2000 operating out of Kumeu Baptist Church. The school became state-integrated in 2006 as a satellite of KingsWay School. In 2009 the school outgrew the Baptist Church facilities and moved to Henderson, leasing land from Laidlaw College. Jireh School gained stand-alone status as a full primary school at the start of 2018. Immanuel and Jireh have become one school with the unique opportunity of sharing expertise, resources, and communities to form a new community of learning in Avondale.

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

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



Vision Statement

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



Mission Statement

Jireh Christian School has:

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

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

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

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

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

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

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

The School promotes this by:

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

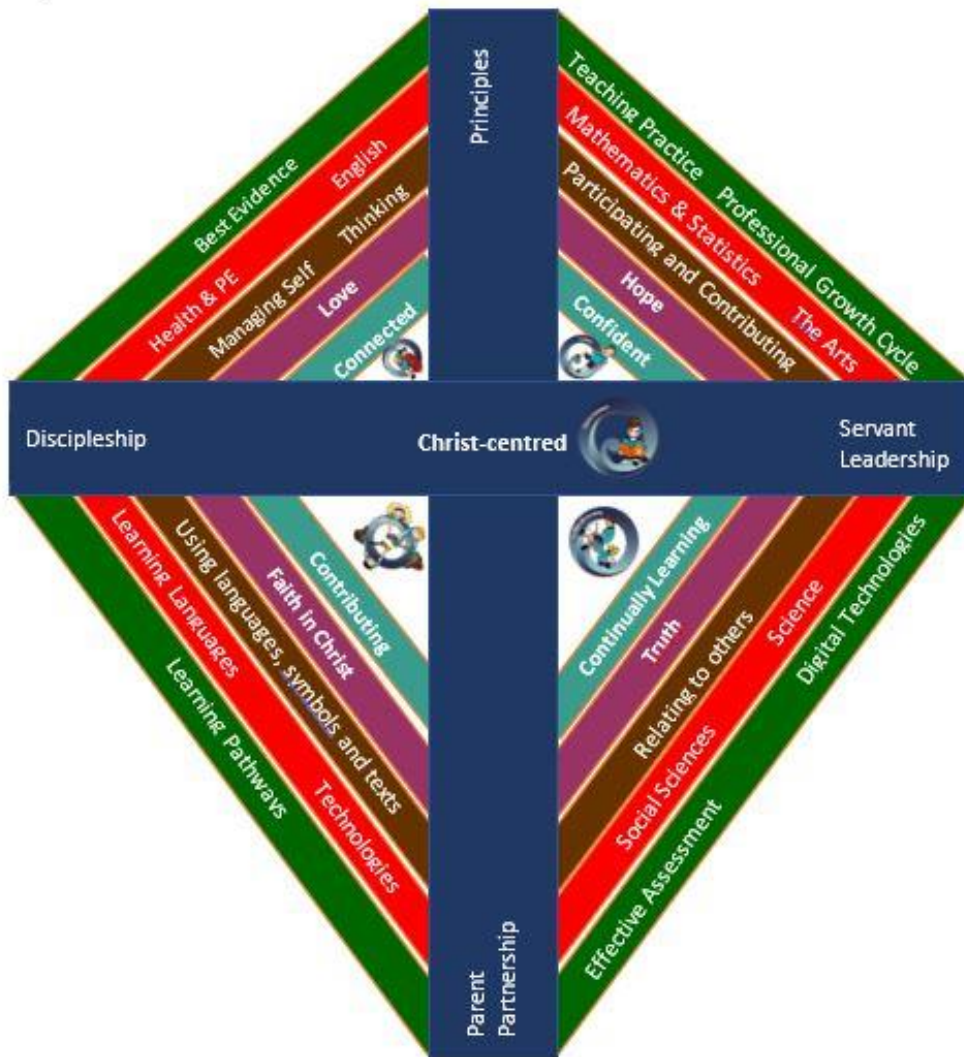








Motto

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



Curriculum Overview



-  **Special Character:** The reason why we exist as an integrated school
-  **Vision:** What we desire for our students
-  **Values:** Underpinning all learning, these are to be modelled, explored and encouraged
-  **Key Competencies:** Essential to learning and growth for all students
-  **Learning Areas:** Eight distinct yet connected areas of learning
-  **Pedagogy:** Connecting the areas of best practice to inform our teaching and learning



JIREH CHRISTIAN SCHOOL VALUES





VISION FOR A JIREH CHRISTIAN SCHOOL GRADUATE

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



CHRIST CENTRED | be able to

- actively demonstrate the fruit of the Spirit.
- make decisions based on a Biblical world view.
- be an authentic disciple of Christ.
- live to please God through excellence.



CONTRIBUTING | be able to

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



CONFIDENT | be able to

- share their faith with others.
- be an independent, assessment capable learner.
- have a strong cultural and spiritual identity.
- be an effective communicator.



CONNECTED | be able to

- seek to serve the community and be inclusive.
- Collaborate.
- respect, appreciate and discern the ideas and cultures of others.



CONTINUALLY LEARNING | be able to

- be a problem solver.
- persevere.
- be resilient.
- respond to a changing world.
- develop giftings faithfully.



PRINCIPLES FOR JIREH CHRISTIAN SCHOOL

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

The curriculum is consistent with these twelve principles:

CENTRALITY OF GOD AND THE BIBLE

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

THE IMPORTANCE OF KNOWLEDGE, UNDERSTANDING AND WISDOM

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

RESPONSIVE DISCIPLESHIP

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

PARENT PARTNERSHIP

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

HIGH EXPECTATIONS

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

LEARNING TO LEARN

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

TREATY OF WAITANGI

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

COMMUNITY ENGAGEMENT

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

CULTURAL DIVERSITY

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

COHERENCE

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

INCLUSION

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

FUTURE FOCUS

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



Key Competencies

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

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

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

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

MANAGING SELF



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

RELATING TO OTHERS



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

PARTICIPATING AND CONTRIBUTING



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

THINKING



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

USING LANGUAGE, SYMBOLS AND TEXTS



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





Cultural Diversity and Maori Dimension

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

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

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

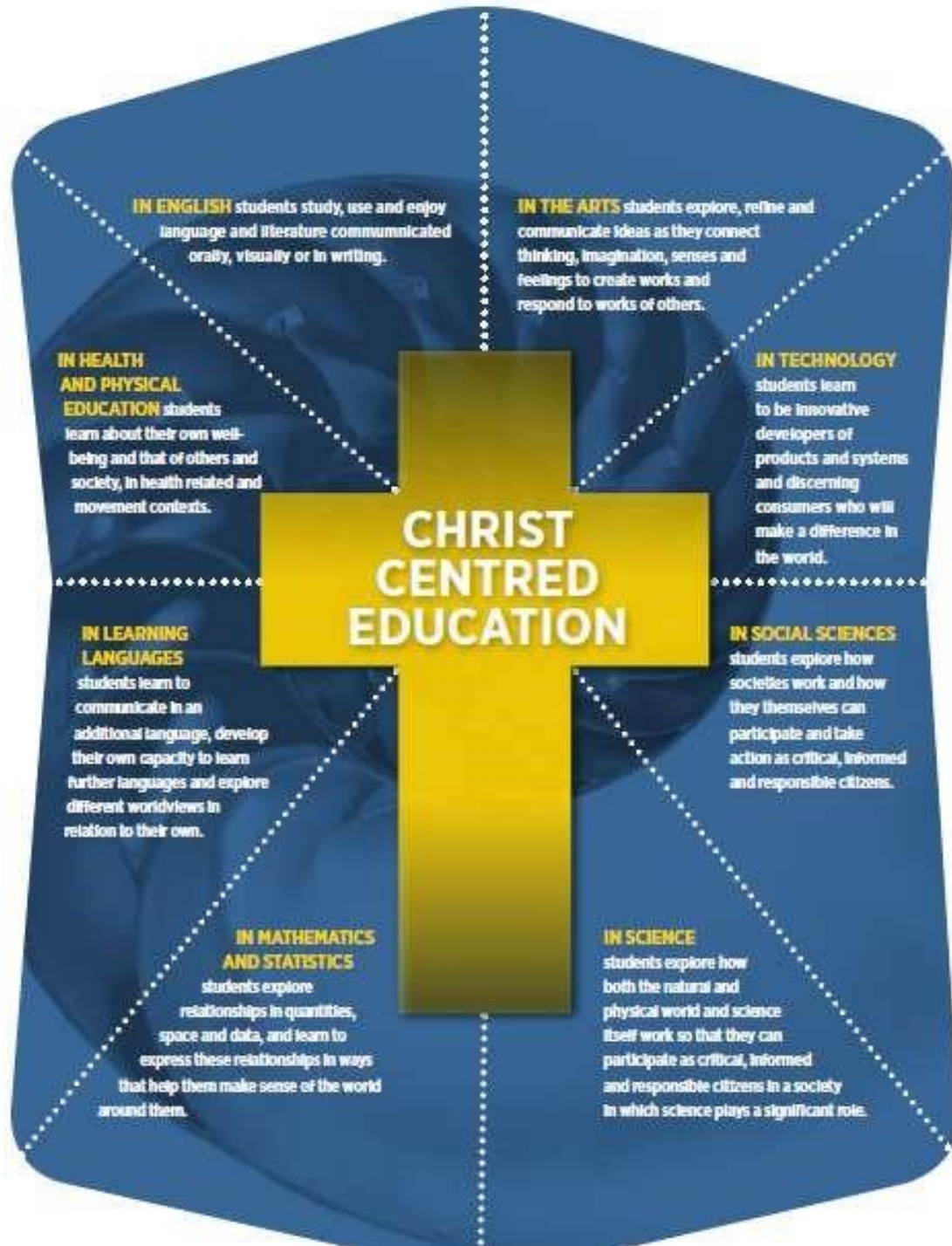
- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Maori.
- By regular reflection, discussion and evaluation of how each teacher is reflecting tikanga Maori in the classroom in terms of content and delivery.
- By consulting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

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

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

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

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





STRATEGIC DIRECTION



STRATEGIC DIRECTION

2030 STRATEGIC INITIATIVES - for 2021

1. STEWARDSHIP **The Board increases its capacity and capability to govern for all students to achieve their full potential.**

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.

The BoT will ensure that it is abreast with the changes in the new Education and Training Act and that the NELPS form the basis for all strategic planning. 2021.

2. LEADERSHIP **Our teachers and management focus on community and cultural responses to improve outcomes for all students, especially our priority learners.**

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' capabilities 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. StrengthsFinder coaching to be implemented in 2021.

3. POWERFUL CONNECTIONS AND RELATIONSHIPS **Intentional engagement with our community is enhanced.**

- for equity, excellence and community building.

Meetings with specific whanau groups, including our Korero group, will take place to gain parent voice and aspirations for their children. Workshops will be designed to help parents assist their children with their learning at home and be an integral part of their child's learning journey as we partner together to ensure equity and excellence for all. The data of Pasifika and Maori will be specifically analysed to gauge progress. 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 Effective, biblically based and culturally responsive pedagogy supports and promotes student learning.

- 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 Years 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 best to grow and develop ELL students to speak, read and write in English.

Second Language 2021 - Years 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. PROFESSIONAL LEARNING Empowered and capable staff - a coherent and strategic approach builds professional teaching capability and spiritual maturity.

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

The CoL identifies areas for improvement and works collaboratively to use the available expertise from member schools and the Ministry of Education to improve student outcomes.

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

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

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

Teaching Christianly Development Plan – The KingsWay Trust Theological Framework and Special Character guidelines will be embedded using the seven core practices.

6. EVALUATION FOR IMPROVEMENT AND INNOVATION We are a community that evaluates and inquires into our performance and uses data to help us improve students' outcomes.

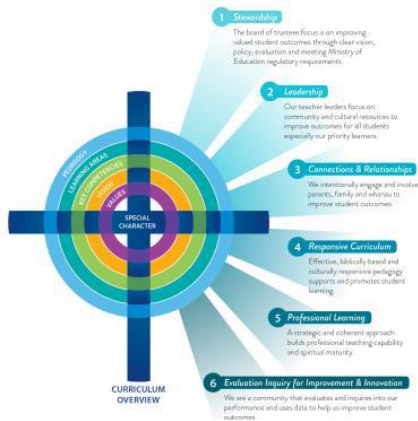
Inquiry-based learning and evaluation practices become a powerful force for learning when embraced by the whole school. Jireh Christian School's approach to inquiry learning and evaluation practices will:

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

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 cater for all students and their needs are identified and addressed.

<p>COMMUNITY OF LEARNING ACHIEVEMENT CHALLENGE</p> <p>GOAL: An increase of 5 percentage points is recorded in each challenge.</p> <p>KEY COMPETENCIES All students are increasing in their knowledge, skills and attitudes of the key competencies of thinking, relating to others, managing self, participating and contributing and using language symbols and texts.</p> <p>WELLBEING The overall wellbeing of students is raised in all the dimensions of wellbeing to develop student resilience and grit.</p> <p>LEARNING SUPPORT The overall achievement of all ESOL students is raised.</p>	<p>SLAMS STRATEGIC INITIATIVE</p> <p>SERVICE: <i>At Jireh Christian School students are encouraged and given opportunities to be outward focussed. Strategically partnered with community service groups to reach out into our community - Feed the Streets, Avondale.</i></p> <p>LEADERSHIP: <i>Servant leadership done by example through service underpins the Year 7 and 8 Leadership programme. It provides service-oriented leadership opportunities for students of Tiwai. House Captains and an additional house leader in each house.</i></p> <p>ARTS: <i>To ensure that all students have the opportunity to participate in the arts. Full musical.</i></p> <p>MISSION: <i>Students understand and practice the Great Commission. Support for a TEAR Fund sponsor child.</i></p> <p>SPORT: <i>A varied and rich sports programme is presented so that students have every opportunity to experience and participate in a variety of sports. Host Auckland Christian Schools Cricket Zone Day.</i></p>	<p>MINISTRY OF EDUCATION TARGETS AND INITIATIVES</p> <p>INITIATIVE: NELPS</p> <ul style="list-style-type: none"> - Students at the centre - Barrier free access - Quality teaching and leadership - Future of learning and work <p>TARGET: Mathematics Years 3 - 6. To ensure that students are progressing at a rate which will ensure that they meet and exceed the expected curriculum level in Mathematics, through the Prime Maths programme.</p>
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Jireh Christian School Work Plan 2020

December 2021



Strategies	Activities	Helpers	Time line	Evaluation	Reporting to BoT	Progress
<p>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.</p> <p style="text-align: right;">Person responsible: Sandra, BOT Chair</p>						
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	The Strategic Plan has been sent to the MOE for 2021-2023.
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	Reporting to the BoT with regards to the Annual Plan is done at alternate meetings
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	Both the PATs and OTJs around the curriculum levels in reading, writing and maths are being presented to and discussed by the BoT in May
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	The Strategic Plan for 2022 will be planned in the light of the new NELPS brought out by the MoE. Through the Strategic Leadership programme, (run by the Springboard Trust) consultation will be taking place with various stake holders throughout the year in preparation for the 2022 Strategic Plan. A strawman strategic Plan has been drawn up for 2022 for BoT consultation at the September meeting. Consultation to inform the 2022-2024 has been done. A draft strategic plan, including an annual plan, has been drawn up for discussion/ amendment/approval at the last BoT meeting of the year.

Strategies	Activities	Helpers	Time line	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 PGC has been designed by the teachers in consultation with an expert partner. It is now on OneNote
	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, (PGC)	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	An initial meeting has been held with ML and SL to discuss leadership goals and action plans for the year in line with the LCF and each particular area of responsibilities. A follow up meeting will be held in Term 3.
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	<i>An expert partner is coming in to support/mentor and help leaders of learning with their leadership inquiry.</i>
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	<i>Due to an extended lockdown, it has not been possible to authentically evaluate progress. This leadership goal will continue to be a focus for 2022.</i>

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	Termly meetings with the Korero whanau group and the Pasifika parents is held to discuss how to better serve our tamariki. Meetings with leaders of PKA weekly. A parent task force set up to help gain traction with greater attendance at Talanoa Fono.
	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	Workshops are held at the Talano Fono for Pasifika parents. Pasifika parent representation on the BoT
	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. Student's feedback and greater engagement in all of school life as they feel valued and esteemed in their culture.	Term 1	Cultural week happened in the last week of 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	Pasifika language weeks will be intentionally celebrated with parents supported activities. They are on the community calendar.
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.					PI student progress and increased school attendance shared with PI parents. Due to an extended lockdown, it has been difficult to evaluate the progress of this goal. Most students are engaging in their learning at home with teachers and parents communicating regularly. Tutoring one on one has continued with the older students as part of the PKA Homework Centre.

Strategies	Activities	Helpers	Time line	Evaluation	Reporting to BoT	Progress
4. Effective Teaching and Curriculum: Embed Pr1me Maths Programme across the school.						Person responsible: Maliah
Orientation and Alignment	Embed Pr1me Maths and establish school wide. Use effective assessment tools.	Maliah	Term 1 – 4 2021	Teachers gain a good understanding and knowledge of Pr1me maths. Use effective assessment to measure progress against the NZ curriculum levels.	Term 1 – 4	All maths weekly planning is given to the Leaders of maths.
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 - Pr1me Maths experts. Classroom observations.	Terms 1, 2, 3	
Implement Action Plan	Teachers use Pr1me 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.	Pr1me Maths consultants Teachers	Term 1 - 4	Pr1me 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	The leader of Maths is conducting a schoolwide inquiry as to the efficacy of Pr1me Maths. This involves class visits and a growing kete of resources to allow for students to have multiple opportunities to practice and solve problems in differing contexts.
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	Students from Years 3-6 form the target group for the MoE analysis of variance. PAT testing in Term 1 and 4 will be used to determine progress. Term 1 PAT results have been collated. Due to an extended lockdown, it is not possible to gather school wide data for mathematics at the end of the year. This will be done early next year.

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	Teachers have developed a learning profile for each ELL in their class to help them better meet their learning needs.
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 facilitat or	Term 1 Terms 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	Three TAs and the principal are part of the TALL, (Team Approach to Language Learning) programme, which will help review, reflect and develop a schoolwide plan to ensure robust practices are in place to support ELLs with their learning. TOD as part of the Kahui Ako will focus on ELL learning programmes in Term 2. Teachers meet with ESOL department and within schoolteachers on a Friday morning to discuss a team approach.
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, 3	The seven ESOL principles have been added to planning and teachers are intentionally incorporating the practices into their programme. Key vocabulary and learning needs are added to planning by teaches for ESOL learning support workers to help them better plan and support ELLs.

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	WSL will be visiting classes to model, identify and support the use of the 7 practices in the learning programmes across the school.
Evaluate Progress	The impact of the programme is measured through student assessments.	Teachers Sandra	Term 4 2019 - 2021	Maths's programme and ELL strategies are revised and reflect changes.	Term 2 and 4	The TALL programme has been completed and has given us a coordinated, whole school approach to ESOL teaching and learning. This approach will be embedded as a secondary focus of Kahui Ako at this time.

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	The makerspace is almost set up with purpose-built furniture, tools and storage units. Continued work around getting purpose build furniture and equipment.
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	Hard tech is being taught by an expert for Years 4-8. Cooking is to be developed to commence in Term 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	The Year 7 and 8 students have been engaged in technology on site in the Makerspace and will be doing rocketry in Term 2. In Term 3 students are part of a pilot project on power and electricity.
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	Students Year 4-8 are having lessons in the Makerspace as part of technology. The programme is still being refined and developed. This will continue to be a goal in the 2022-2024 strategic plan.

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, (STP). 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	A PGC has been devised and is on OneNote showing how the teachers at JCS will ensure continued professional growth. A revised version what the STPs look like at JCS has been done collaboratively and is on OneNote.
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 PGC process is in place	Term 1 - 4	Teaching observations with buddy coaches will be done in Term 2 and 3. A swivel camera will be used to help reflect on practice.

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	The Professional Growth Cycle will continue to be implemented and embedded next year. It has been interrupted and will not be able to be completed this year due to an extended lockdown.

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	The PLD this Year will revolve around a book, The Drama of Scripture. This has started with Jacqui leading the sessions
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	PLD has continued in a measure in the latter part of the year. We have completed, The Drama of Scripture and will look to how we can further increase Biblical understanding and literacy in 2022.

<p>Orientation and Alignment</p>	<p>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.</p>	<p>Sandra</p>	<p>Term 1</p>	<p>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.</p>	<p>Term 2, 4</p>	<p>Teaches will have Te Reo PLD through the year.</p>
<p>Development and Consultation</p>	<p>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.</p>	<p>Sandra</p>	<p>Term 3</p>	<p>Teachers will develop a good understanding of the Pacifica cultural competencies.</p>		<p>PLD around cultural competencies as described in Tapasa will happen during the year to help teachers better know how to teach Pasifika as Pasifika.</p>
<p>Implement Action Plan</p>	<p>Teachers will apply learning in their classrooms to ensure Pacifica students are encountering the</p>	<p>Teachers LoL</p>	<p>Term 2 – 4</p>	<p>Teaches will use the Pacifica cultural competencies in their</p>		

	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.			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.		Fully implementing and embedding the Pacifica education Action Plan with the staff having a good knowledge of this document will be part of the 2022-2024 strategic plan.
<p>Empowered and Capable Staff: Jireh Christian School is a member of a Community of Learning/Kahui Ako of likeminded schools. Oversight: Sandra</p>						
	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	Inquiries have been set and written up in OneNote. Buddy coaching and observations were held in Term 2 and will be done again late in Term 3. They also involve a pre and post meeting to discuss the focus of the inquiry and observation and to reflect on work done so far and to set new goals. Some enquiries were completed but most have not been completed due to an extended lockdown.
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. Oversight: Sandra</p> <p>2. Well Being: The Overall wellbeing of students is raised in all dimensions to develop student resilience and grit. Oversight: Sandra</p> <p>3. Key competencies: School wide students graduate profile will be designed combining the JCS student outcomes and key competencies. 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	The embedding of the 7 ESOL principles will be the focus. This will be done by including them in the termly planning. WSL

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 2020-2021 will be ELLs.	SM WML & SL	End of Term 1	Staff feel connected and part of a Kahui Ako team.	Term 2	will do class visits to support, model and observe the principles in action. The TOD in Term 2 will have an ELLs focus with some work around wellbeing. Wellbeing will become the focus in the latter part of 2021. TOD in Term 3 will be looking more closely at wellbeing JCS has one within schoolteacher for 2022, with the possibility of adding another once staffing has been decided. Ann Bailey did learning support training with the learning support team in the area of ESOL teaching and learning. The ladies are now better equipped to help ELLs.
	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 2021 – 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: 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	A huge amount of clothes and non-perishable food was collected from the JCS community and given to Feed the Streets Avondale. It was gratefully received. Due to an extended lockdown, we were not able to be involved in organisations and groups. Through the Community Challenge on the FB page students were demonstrating acts of service and kindness to their neighbours and whanau in various
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.		ways, cleaning up the local creek, delivering food to the neighbour etc.
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	Each house has 3 house leaders – a mixture of Year 7 & 8 students, but each house has one House Captain (from Year 8) who takes a little more responsibility for their house. This is an alternative to having a Head Boy and Head Girl. Year 8 house leaders have attended a Future Leaders' Day with Vicki, run by Sport Waitakere, to develop their understanding of leadership and teamwork.
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.		Tiwai students have offered to take responsibility for being in classrooms on wet lunchtimes, organise the IT requirements for Assembly, and act as Two-Week leaders as role models and peer support in the playground.

Implement Action Plan	<p>Leadership Days for understanding servant leadership and developing leadership and team building skills.</p> <p>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.</p>	<p>Vicki Tiwai teachers Students</p>	<p>Terms 1 - 4</p>	<p>The school community will be served through the actions of leadership shown by Tiwai students.</p>	<p>House leaders were responsible for running the house activities at the annual school picnic at Cornwallis Beach. They did a fantastic job!</p>
Monitor	<p>Regular meetings will be held with house leaders for support and training.</p>	<p>Vicki Students</p>	<p>Terms 1 - 4</p>	<p>House leaders will grow in their understanding of servant-leadership.</p>	<p>House leaders are meeting with Vicki regularly (sometimes with pizza 😊) to plan the leading of Assembly (when Sandra is away) and to brainstorm other ways of serving the school community, especially with regard to making lunchtimes even more enjoyable for younger students.</p>
Evaluate Progress	<p>Discussions and feedback from students and teachers to ensure that student leaders are meeting needs and serving effectively.</p>	<p>Vicki</p>	<p>Terms 1 - 4</p>	<p>Make adjustments based on feedback from students and teachers.</p>	<p>The Senior students have been helping one another whilst participating in online/distance learning by doing collaborative tasks, problem solving etc.</p>

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.		<p>The musical has been drafted and will be based on a Christian film. A timeline has been drawn up. Casting and a rehearsal schedule will be drawn up starting in the latter part of Term 2.</p> <p>This will now take the form of an evening of entertainment with each class/learning area putting on a piece. Parents etc. will come for a night of nibbles and entertainment. Some items will also be performed at the Awards Ceremonies at the end of the year.</p> <p>Due to an extended lockdown, there will be no musical this year.</p>
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	Termly Mufti Days are held with a gold coin donation in support of our TEAR Fund sponsor child Benimana from Rwanda. He will be introduced to all at assembly for the sake of the new students who do not know about him. JCS continues to support a TEAR Fund child and one class has written some lovely Christmas letters which will be sent to him.
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 under-standing 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

<p>Orientation and Alignment</p>	<p>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.</p>	<p>Teachers Parents</p>	<p>All Year</p>	<p>Build relationships with other sporting organisations. To encourage our students to be good ambassadors for the school.</p>	<p>Terms 1 - 4</p>	<p>In Term 1, Jireh joined the local Whau Sports cluster. This will provide more opportunities for the school to participate in a variety of Sporting tournaments. It caters for the younger age groups too, unlike ACS.</p> <p>Investigating after school competitions. For this to happen, we need parents to support this initiative.</p> <p>In Term 2, our school participated at the ACS Soccer and Netball tournament. Our teams represented the school won and achieved some great results. 1st -Y5/6 mixed soccer 3rd- Y5/6 netball team.</p> <p>Later in Term 2, we entered a Y5/6 Ki o rahi team to compete at our local Whau tournament. A great opportunity to a new and Maori sport to our students.</p>
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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	Student's level of participation and enthusiasm towards sports grows.	In Term 2, Whau cluster connected the school to Kelly Sport. They brought a coach to the school for 4 weeks to coach Y4-6 class and at the same time demonstrated to our teachers on how to coach netball. This will hopefully equip our teachers with the knowledge and support them become confident at teaching PE to their own class.
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.	In 2022 JCS will be part of the Sport Waitakere sport and wellbeing programme.

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 3	
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		Due to an extended lockdown, MoE has extended the timeframe for the histories curriculum to be developed and implemented. This is part of the strategic plan for 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 whānau 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 whānau 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

<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 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

<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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Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
1. TARGET STUDENTS – Raise the achievement for Mathematics						- Sandra
Orientation and Alignment	Pr1me 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 Pr1me Maths in the teaching and learning programme to ensure students have every opportunity to continually raise their achievement in mathematics.	Terms 1, 4	The Leader of learning receives weekly planning from all teachers. She has done some class visits, is conducting an inquiry and is enabling teachers by providing them with PLD and a kete of resources to use. This allows for multiple opportunities to problem solve and practice in a range of contexts. It was not possible to authentically assess the learning in mathematics at the end of the year due to an extended lockdown.
Development and Consultation	PLD - teachers will have professional learning.	Jules-Pr1me 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. Pr1me 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.		

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 - Digital Learning: Staff and students are competent users of digital devices for learning and demonstrate computational thinking and the ability to create using digital technologies. – Sandra and Sarah						
Orientation and Alignment	Staff are given a proposed PL programme and an action plan for achieving the goals of introducing the new digital technologies across the school	Outside provider	Term 1	Teachers gain a good understanding of the new digital technologies curriculum. BOTs are introduced. JCS teachers become familiar with the digital technologies curriculum and how it fits into the learning programme.	Term 1	All teachers have undergone intense PLD in the area of Digital Technology. The new curriculum, what it means and how we carry it out in class in conjunction with the JCS digital curriculum was unpacked and teachers were given opportunity to understand the concepts and curriculum and then to see it modelled.
Development and Consultation	PL programme presented by outside provider. Techy buddies are formed for staff to support one another. The value and scope of using BOTs in the classroom	Techy buddies Teachers Kiwis Schools PLD	Term 1 - 4	Teachers gain confidence in using devices for learning and in running a digital technologies programme. Learning programmes are set up to include digital technologies. Students are using BOTs as part of their learning programme	Term 1 - 4	

				gaining an understanding of computational thinking.		PLD on how to use the Bots, specific to their age group, was carried out. Teachers will give time to see lessons modelled on the different ways Bots can be used and then they had the opportunity to practice. Teachers are planning and running the digital technologies curriculum in their classes using a variety of plugged and unplugged resources and learning. This area of the curriculum will be further developed in the makerspace where students will use their growing knowledge of how to code, make use of digital tools, to innovate and create and solve problems.
Implement Action Plan	PL programme carried out with staff and learning is carried into the classroom.	Teachers Sarah	Term 1 - 4	Teachers learn ways of teaching the digital technologies curriculum, devising a learning programme.	Term 3 - 4	
Monitor	Progress and engagement towards achieving the goals of the digital technologies programme.	Sandra Greta LoL	Term 1 - 4	Regular discussions and reflection on how the programme is going.	Term 1 - 4	
Evaluate Progress	The goals are evaluated and next steps are planned.	Greta Sandra LoL	Term 4	A learning programme across the school is devised where skills are built on as the students' progress through the school.	Term 4	

Strategies	Activities	Helpers	Timeline	Evaluation	Reporting to BOT	Progress
2. TARGET STUDENTS – ELL: Raise the achievement for writing for ELLs.						- Sandra
Orientation and Alignment	A significant number of students are second language speakers. To ensure that ELLs are progressing at a rate which will ensure that they meet the expected curriculum level in reading and writing. ELLs develop language for learning in English.	ELL teacher Sandra	Term 1	Ensure teachers learn to know their students and value their cultural identity. Teachers recognise that ELLs learn English through the lens of their home language.	Term 2, 4	<p>All PLD turned to well-being and special character. The teachers were also upskilling in the area of online teaching and learning. Effective teaching and learning for ELLs will happen later in Term 2 and for the rest of the year. There are several Kahui Ako PLD Zoom meeting planned.</p> <p>Packs for teachers on how to best teach ELLs are being made for each year group by the within and across the school leaders. An additional area of focus will be grammar lessons.</p> <p>A template has been designed by and for the teachers to know their learner in terms of background, language exposure and ability to best serve these students.</p> <p>A new form for ESOL parents to complete, as part of the enrolment interview, to gain a better picture of the ELL's language background and help at home. This will be given to the teacher so that they can design appropriate learning programmes.</p> <p>Additional hours have been given for in-class and one on one</p>
Development and Consultation	PLD - teachers will have professional learning - how to teach ELL most effectively using an MOE resource with videos and a workbook. Draw on experts accessible from the Kahui Ako for PLD and sharing between schools.	Sandra	Term 1, 2, 3, 4	Teachers engage in the PLD.		
Implement Action Plan	e-asTTle testing and ELLP results for each ELLs in Term 4, 2018. Retest in Term 4, 2019 to assess progress. PLD with staff and TODs with Kahui Ako.	Teachers Sandra WSL ASL	Term 4, 2018 Term 4, 2019	ELLs make significant progress, move up two or more curriculum, sub-levels as measured by e-asTTle.		
Monitor	Check in weekly meetings in Learning Areas.	LoL SENCO	Terms 1 - 4	IEP and Action Plan goals are met and new goals are		

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



SPECIAL CHARACTER



SPECIAL CHARACTER

EXECUTIVE SUMMARY

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

The JCS values - Love, Truth, Faith in Christ and Hope.

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

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

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

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

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

The most critical factor in ensuring authentic, powerful, life-changing special character influence is found in the teaching staff. We endeavour to do this in a number of ways. Once a week, teachers engage in special character professional learning. We pray as a staff on Monday mornings and have angels and mortals on-going through the year so that all staff are covered in prayer and a culture of care and consideration for others is fostered.

Highlights – The JCS values are being embedded in various ways across the school. They are seen in ‘The Jireh Way’ which details what good behaviour looks like at JCS. The Staff Code of Conduct is based on the JCS values.

Challenges – Staff are being upskilled to have a greater Biblical knowledge. PLD was centred around the Biblical literacy. An expert partner has been assisting teachers with this and running PLD throughout the year

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

SELF REVIEW PROCESSES

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

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

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

All surveys are collated, summarised and shared with teachers and students where appropriate. Teachers discuss collaboratively how to ensure student well-being and safety. School wide and small group programmes assist students who need help with behaviour, friendship issues, loss, grief and other difficulties. Teachers pray with students and students are given the opportunity to share their needs and pray with one another. Teachers reflect on students’ feedback in written form when collating well-being and student voice surveys at the end of units of work. This reflection informs teaching and learning, and social decisions made in the class for the well-being of students and the improved teaching and learning programme and delivery.

Daily Discipleship Programme for Students:

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

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

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

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

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

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

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

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



Our student outcomes



The rope of many strands that weaves Special Character into the life of JCS



Our Values

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



SCHOOL EVALUATION



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>



SCHOOL REPORTS

Annual School Report to the Board of Trustees

Year

2021

School

Jireh Christian School

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

Annual Summary - MANU LEARNING AREA

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

Introduction:

The Manu Learning area comprises of three classes. A new entrant class, and 2 year one and two composite classes. A new New Entrant class will begin in Term 3 due to more new students starting their school journey. We look forward to meeting this new staff member who will teach this class and who will bring new ideas and talents to our team.

We currently have 82 students which includes the students starting in Term 3. We have seen steady growth in our team of new children joining our classes, mostly in the New Entrants class. Our classes are made up of children who come from many different cultures and backgrounds which blesses us with many ESOL students.

Strengths:

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

We are a team who love to support one another and pray together. We share our school lives with each other, we pray for one another. At the moment, we each have things going on in our own lives and sharing these events has been of real benefit.

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

I work hard to help each of my team to reach deadlines and to cope with the heavy workload.

Teachers are confident to share their expertise in areas of strength. During our testing weeks each term we share the load of testing large numbers of students by giving teachers a day to test different subjects while the other two teachers take half of their class each. We use this time to focus on whole class Inquiry activities for the day. This has been beneficial in using teacher strengths and for getting to know all the students in our Manu area. This has given opportunity for the students to work with all teachers in the learning area and has created a strong collegiality among teachers.

Although we had a short lockdown again at the beginning of this year, we continued to give our students quality education through the online platform of ClassDojo.

We have regular meetings- these are emails and actual meetings together. There is room for staff members to develop in their leadership skills and pedagogy. Teachers have regular team meetings where they discuss any concerns about students and data, set goals for the students and feedback about how learning is going.

We pray together and commit ourselves and our students to the Lord. This year we continue to press in closer to God in these uncertain times.

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

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

The new display in our junior hallway has been great with parents being able to see their children's artwork, projects and the Key competencies and Values we are working on for the term. as they walk through.

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

Parent engagement and communication has continued to improve this year with the use of Class Dojo. It is effective and in real time.

Each teacher in the team has done professional development which links to their personal inquiries and is aimed at upskilling the rest of the team through sharing their inquiries and results of these inquiries. Collaborative planning and team reflections on teaching and learning programmes enable us to best meet students' needs. This term Jeehea and I have the opportunity to go into Silverdale Primary and Edendale Primary to observe 'play based' learning. This is a wonderful opportunity to see if play based learning could be the way of the future teaching and learning for the Junior classes of Jireh.

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

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

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

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

We have had a wonderful time learning at Howick Historical Village last term to consolidate and increase our knowledge and understanding of Early European Settlers.

We have started a daily fitness programme this year. The benefits of this are to help improve concentration, memory, minimising obesity and physical fitness. Children who have physical activity perform better academically. The timetable has allowed teachers to work with their strengths and to enjoy a different class each day.

We have had professional development on 'Swivel' which allows each teacher to record classroom lessons. This is a great way to share your teaching with other educators and to critique our teaching to continually learn.

I have had professional development on the use of 'Spotlight' that I am about to introduce to my team. This is on the eTap platform and it is another way of sharing each child's learning and progress with our parents on a regular basis.

Life Education Van is a learning experience for our tamariki related to our inquiry on the human body.

A new initiative in Term one was having a meeting with parents of new students for the following term. At this meeting we were able to give information on the running of both school and classroom routines. This was a wonderful way to improve transition of new families into our NE class/es. Parents were able to ask questions and to know exactly what is expected from them and their children. Both the principal and the admin staff were involved. On the first day of Term 2 all the parents were amazingly organised, and I have not had to answer many questions. To have the opportunity to talk about Class Dojo at the beginning of the term meant that all parents were connected.

I had the wonderful opportunity to speak with our beautiful Pacific Island community both personally in an evening meeting and through a zoom meeting. I shared ways of getting their children to school on time and the importance of

being at school regularly. The parents took away a tick chart to go on the fridge so that children can be involved in getting themselves organised to be at school on time.

Open day is coming up this week with a wonderful opportunity to showcase our school.

We have looked at assessment in the Junior part of the school and formalised what now goes into the children's blue folders that are sent through at the end of the year to the next teacher.

Checklists have been set up this year giving teachers guidelines when planning and also guidance to what goes on classroom walls. As leaders of learning each term we are looking at teacher's classroom walls to see that they have the learning for that term on the wall.

Culture week was a wonderful opportunity for children and parents to showcase their cultures and for others to appreciate the diversity in our school.

Children were given opportunities to complete a project at home on their culture and share it with peers.

The school picnic was a wonderful opportunity to build community with families.

Weaknesses:

New students need to be tested both academically and physically – large and fine motor skills to see where they are at before they start school. Time needs to be given to that for the Leader of Learning when those children have school visits.

We have large numbers of students in our classes.

Children continually late to school hinders our programme.

Some children have continued to cry when they come to school who have started in term 1. This also hinders the start of the day. We have been looking into ways of working with those children and parents.

Those not attending school on a regular basis has impacts on the children's education and on the classroom teachers.

Working on Prime this year has been awesome, but not the best mathematics curriculum for the Junior Dpt. Looking at next year, we will go back to doing Numeracy.

Due to large numbers of children in the Junior department and having many ESOL students we are finding the children are not generally progressing quickly in reading; therefore, we now need to buy more readers for both Magenta and Red level to make the titles have more than 4 in them.

PMP is unable to be set up as there are no areas free to do this. It sits in our container until we find an appropriate place to set it up or store it.

Teachers are not always communicating or replying to leader of learning emails and following the expectations of the leader.

Opportunities:

I have had the opportunity to have a 'Wushka' demonstration by zoom. This is an online reading programme to enhance the programme we have. I am looking further into this with costs etc. I believe this will help our ESOL students with their reading.

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

Kahui Ako this term and In-house Parent Education (getting children to school on time and regular attendance)

Threats:

Small classrooms with large class sizes

No space to do PMP and not the best storage for the equipment – we need a hall.

Academics for some children have taken a hard hit due to parents not doing our programmes on Class Dojo when we had lockdown at the beginning of the year and many absences from school.

Special Character

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

- All planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students thinking and engagement.
- Special character underpins all area of the curriculum and is integrated throughout the curriculum area. Planning is done thematically with an overriding attribute of God for each Term. Topics are arranged around this theme.
- Fortnightly assembly starting up again term 3 developing our Devotions programme.
- Whole school assembly on Fridays, working through the Bible narratives.
- Students memorise scripture weekly and now have opportunities to video their children reciting the verse on Class Dojo.
- Students are encouraged to share testimonies and pray with each other in class.
- Visit to Selwyn Village to sing carols as an outreach at the end of the year.
- Parents and students work together on class projects related to our Inquiry
- Parents help children organise their news to share with the class.
- Homework is regarded as important to parents

Accelerating Student Achievement: Maori

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

This section could include:

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

Raising Achievement Plan:

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

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

Maori achievement

- All planning is looked at from a Biblical worldview and from a Maori world view context. As part of learning inquiries students are intentionally answering questions through Maori worldview.
- Te Reo is being taught intentionally and used as everyday language in the classroom through waiata, commands and incidental learning such as counting. Students learnt their mihi and how to introduce themselves. This allowed families to share their family heritage with their children.
- Whanau involvement at many opportunities, e.g., Trips, learning of Mihi's. Korero group etc.
- Children given an opportunity to do a project on their culture and share within their peers.

NEG 1

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

This section could include:

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

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

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.
- Chess Power every Tuesday, run by a specialist.
- Music lessons run by two outside agencies.
- Rotations based on teacher strengths to ensure different learning needs are catered for.
- Devotions Club run by Mrs Watts.
- Chinese class for the junior Chinese students
- Students participate in excursions outside the classroom throughout the year e.g., school trips, Athletics day, School Picnic etc.
- Pacific Island homework club is a great way for children to consolidate their learning in the classroom in a caring environment and with devoted teachers.

NEG 2

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

This section could include:

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

- Vicki Morris (DP) oversees our Learning Support programme and conducts IEPs.
- Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.
- The school has Teacher Aides who works across the school. They facilitate small groups ranging from phonics to reading comprehension. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and in withdrawal groups.
- Outside agencies are referred to when necessary. RTL, a speech therapist and occupational therapist visit students who need extra support in these areas.
- Staff have completed professional development on The Functionality of Behaviour with the psychologist from MOE.
-
- ESOL children are supported in class by an ESOL teacher.
- Kereru class has Jessica Xavier with her teacher aide Ineke Hawkins, come into our classroom three days a week to work with the students. This is funded by Geneva. Jessica is 22 years old.

NEG 3

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

This section could include:

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

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

NEG 4

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

This section could include:

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

Learning Area wide initiative.

- The Manu learning area sends a term overview at the beginning of each term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home.
- The Manu team also sends a letter to parents about what is happening in the classroom for the term, school rules, expectations etc. it is also a place to introduce new students in our classrooms to the other families. At the beginning of the year each teacher sends home a notice for parents to fill out about the expectations they have for their children. We revisit these when returned at the teacher/parent interviews.
- Teachers send a weekly class newsletter to parents which may include tips to help with learning, notices about upcoming events and homework expectations.
- A school newsletter is sent to family's fortnightly which shares information and includes a message from the principal.
- We have Parent teacher conferences in Term 1 and 3.
- We send a formal written report to parents twice a year.
 - Parent feedback is welcomed in the form of emails Class Dojo, comments in the communication books and in books sent home for learning to be shared.

NEG 5

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

This section could include:

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

Literacy Programmes and initiatives:

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

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

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

Future focused learning – Teachers support students to co-construct learning by using learning Intentions, success criteria and feedback. Students are encouraged to take ownership of their learning by being able to articulate their next steps and formulate a plan.

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

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

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

Arts – Classes use our gifted art teachers during rotations and release.

Excursions – Trips to Howick Historical Village and Selwyn Village in 2021.

Life Education Van – opportunity to learn about the body and healthy eating.

Community Events – School Picnic at Cornwallis. Whanau coming in to share knowledge in different areas, culture week.

NEG 6

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

This section could include:

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

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

ETap/Excel Documents: The teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing and Mathematics. They also use assessment to inform their teaching and planning. Teachers record and track students' academic progress on e-Tap and also have workbooks set up to record learning in reading, writing, maths, sight words, alphabet etc. They update this every time they assess their students. Teachers have their own assessment chart for tracking student's progress like memorising memory verses.

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

NEG 7

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

This section could include:

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

GATE: Students who are working above expected curriculum levels are extended in the classroom where learning is catered to their specific needs by using collaborative learning, writing and mathematics progressions. Homework and inquiry projects also provide extension opportunities. Students who are working at a significantly higher level in a subject area will join another class.

NEG 9

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

This section could include:

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

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

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

NEG 10

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

This section could include:

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

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

Kapa haka runs weekly for those who want to attend.

Cultural Week gave an opportunity for different cultural groups to share their pride and love of their heritage with the students.



Year	2021	School	Jireh Christian School
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This report needs to reassure the BOT that effective education is happening in your area of the school.

Annual Summary - WAI LEARNING AREA

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

Introduction:
 The Wai team consists of three classes – Awa, Roto and Moana. Awa is a year 3 class with 24 children. Roto is a combined year 3/4 class with 12x year 3 children and 8x year 4 children. Moana is a year 4 class with 26 children. There are 70 children in the Wai team, of which 32 are ESOL funded. In Awa, 16/24 children are ESOL. In Roto, 10/20 children are ESOL. In Moana, 6/26 children are ESOL.

Staffing:
 The three teachers in the Wai team Sarah Thomson, Stephanie Rautenbach and myself, Nicola Pallesen. We are all experienced teachers with 43 years of collective teaching experience. Linda Baird, Margaret Smilde, Peter McDonough and Mona Mohun cover the release time within our team. Linda releases Sarah and I and she teaches a range of topics such as maths strand, grammar, daily discipleship, PE and the Arts. Margaret releases Sarah and Stephanie and teaches Daily discipleship and PE. Mona releases Stephanie and teaches Māori and the Arts. Peter takes the year 4 children from both Sarah and Stephanie’s classes for their technology lessons. Judi Henderson has been a huge asset to the team, particularly while I was absent for 7.5 weeks with my knee injury during terms 1 and 2. During this time Judi closely followed the planning and resources I organised so that my classroom programme would continue very similarly to what it would have been if I was present. Judi brings wonderful strengths in literacy and during her time with the class she supported them to produce high-quality information reports on an organ of the body.

Strengths:
Team unity
 There is growing team unity as we discover each other’s strengths, personalities, and ways of doing things. We enjoyed dressing up together as 3 Oompa Loompas for the year 1-4 Book Character Day. During both book Character Day and our Matariki Day, we collaborated together to plan various learning activities so the children in our classes could rotate around all 3 classes for different lessons. We meet fortnightly as a team to pray and discuss planning, teaching, assessment, ways of supporting children and upcoming events. Our team meetings continued over Zoom during the lockdowns and when I was off school for 7 weeks in term 1/2. Our team have a WhatsApp group to communicate as needed.

Team Assembly
 We have a team devotions assembly each Monday morning. In Term 1, this assembly was mid-week, however we moved it to Monday so that we would all be starting the week together. This has been a positive change. Each teacher takes turns leading this assembly and it includes singing, prayer, teaching the memory verse of the week, birthdays, notices, and other teaching from scripture. In Term 3 we introduced the children bringing their Bibles to this assembly so they can find the memory verse of the week in their own Bible.

Planning and Organisation
 Unit planning is shared amongst the team and each team member is responsible for planning and organising resources and ideas for a couple of units of learning each term. We then meet as a team to share and discuss the planning and then allows us time to make adaptations for the needs in our own classes. This has been a huge success this year as the workload has reduced as we share planning and ideas. Sharing planning has created a sense of accountability and unity as we work together on similar units. These unit plans are all written well in

advance of the new term starting so the teachers can be more prepared and can plan resources and lessons accordingly.

Parent Support

Parents have been hugely supportive within the team and have stepped up to offer help as needed. There were 34 parents in attendance at the combined Wai team's parent meeting at the beginning of the year that was held over Zoom and the majority of parents have attended the two parent-teacher conferences held this year (Terms 1 and 3).

When a call was sent out to parents with expertise and knowledge for our Term 2 unit on the Human Body, we had a large number of parents offering to come and share. The other times that parents have offered to come to volunteer included our Howick Historical Village trip and the School Picnic in Term 1 and for supervision during gymnastics in Term 3 and the upcoming swimming in Term 4 (if alert levels allow this to go ahead). There were 34 parents in attendance at the combined Wai team's parent meeting at the beginning of the year that was held over zoom and the majority of parents have attended the two parent-teacher conferences in terms 1 and 3.

Weaknesses:

Covid 19 Lockdown

Having lockdown for 2 weeks in Term 1 (week 3 and week 5), and lockdown from weeks 4-10 in term 3 and ongoing into term 4 has had a big impact on the way things are taught and will impact on progress. The level of engagement in online learning has varied between families. For some children, the lockdowns have been a time of continued learning and progress and the children have thrived with their learnings tasks and have had 100% attendance on Zoom. While there are other children (this is only a minority) who very rarely participate in the distance learning programme and had submitted very little work during this time. There are also those children in between who engage in some of the learning online and submit some of the work set. Whilst the children appear happy and may be keen to participate during Zooms, it is hard to know how they are really doing. Lockdown provides challenges for all of us, and not knowing where children are at due to the lack of face-to-face and 1-1 time and the difficulty of assessing remotely, has been a challenge.

As a result of lockdown, many events were cancelled such as gymnastics, cross country and Jireh Open Day. The Tread Lightly Caravan dates have been moved to Term 4.

Opportunities:

Lockdown- Lockdown has given children to the opportunity to grow in their resilience, independent learning skills and their use of digital technology for learning.

Digital Technology – Year 3 is the first year of children being able to BYOD and so this has created opportunities for the children to use their iPads to support a range of learning that they would not have had the opportunity to do before.

Kahui Ako- This year the focus has been on ELL and integrating the ELL principles into our teaching practise. One of the Kahui Ako in-school leaders is in our team and she has offered support this year by way of resources. This support has been available to all the year 1-4 teachers.

Teaching Inquiry – the teachers in the Wai Learning area have all had a focus on improving learning outcomes for ELL students by deliberate acts of vocabulary teaching. Through this inquiry, there was an opportunity to see if/how the changes we implement, have an impact on the reading, writing, listening, and speaking levels of our children.

Threats:

Lockdown – potential for swimming and other events in term 4 to be cancelled.

Student Progress – due to lockdown there is the possibility that progress has stagnated or not improved as expected for some children. We will have a clearer idea of this when we return to school and are able to begin our end of year assessments.

Teaching Inquiry – due to lockdown we are now unable to accurately implement and assess as planned our Teaching Inquiries, possibly impacting on student outcomes.

Student lateness and attendance both onsite and during online teaching. Lateness and attendance are reported on in our term 2 reports for parents to see.

Special Character

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

- All planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students thinking and engagement.
- Special character underpins all areas of the curriculum and is integrated throughout the curriculum area. Planning is done thematically with an overriding attribute of God for each Term. This year the attributes of God that we have covered include: God is One, God is Faithful, God is Holy and Wise and coming up in Term 4 is God is Peace. Topics are arranged around this theme.
- Weekly team assembly which is part of our Devotional programme. The Memory Verse of the week is introduced and discussed.
- Whole school assembly on Fridays, working through the Bible.
- Students memorise scripture/passage weekly. The bible verses are chosen to support the focus of the term, e.g.: faithful, wisdom. During Term 2 the children learnt Psalm 139.
- Students are encouraged to share prayer requests and pray with each other in class.
- Support for Feed the Streets in Term 2 as an outreach to the local community.
- Upcoming Visit planned to Selwyn Village to sing carols in Term 4, Week 7

Accelerating Student Achievement: Māori

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

This section could include:

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

-Kapa Haka is held weekly either on a Monday or Friday afternoon and is organised and led by Charmaine Stoffels and Miriam Shilston. There are 28 children from the Wai team that attend Kapa Haka regularly.

-Te Reo Māori PD has been led by Charmaine Stoffels and has provided us with teaching ideas and resources.

-There has been a focus on the ELL principles which also support Te Reo Māori learning. The ELL principles allow for learning experiences to support children who identify as Māori to learn and achieve.

-Whanau involvement in school activities where possible.

-There are 5 students within the Wai Team that identify as Māori.

NEG 1

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

This section could include:

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

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

- PKA After School Homework club in the School Library run by parents

- Technology lessons with Peter McDonough for the year 4 children

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist after school.

- Art Club after school

- Chess Power during terms 2 and 3 during lunchtime, run by a specialist.

- Music lessons run by two music specialists.

- Students participate in excursions outside the classroom e.g., Year 1-4 trip to Howick Historical Estate, School Picnic, gymnastics, swimming

-Outside organisations providing learning opportunities on site including Vector, BadaBoom Show and the Life Education Trust.

NEG 2

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

This section could include:

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

- Children who are not working at the expected curriculum level have action plans that are written by the classroom teacher. The action plan includes specific goals and strategies for raising achievement and recording progress.
- The school has 4 teacher aides who work across the school. Within the Wai team, the teacher aides are either allocated to work with specific children or are fluid and are on a needs basis as determined by teachers. Assistance is usually in class.
- ESOL support is provided for all ESOL funded children in-class. There are 2 ESOL teachers who work with our ESOL children in small group settings. At times this might be with just the few funded children, at other times it may be with a group of children that includes some children that are not ESOL funded, such as a guided reading group.
- Vicki Morris oversees our Learning Support Programme and conducts IEPs.
- Outside agencies are referred to as necessary, such as an RTLB.

NEG 3

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

This section could include:

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

- School wide planning reflects one outcome for the Term e.g., Term 1 = Connected, Term 2= Continually Learning, Term 3= Contributing, Term 4=Christ Centred
- We include one Jireh value each term in our planning as our focus, e.g.: Term 4= Hope in Christ
- The school-wide technology plan is being incorporated into the curriculum with time set aside each week for digital technology. Each class has a 1-hour Digital Technology lesson. This unit plan is prepared by Sarah Thomson, the Digital lead teacher at school.
- Digital Technology skills and applications learnt in Digital lessons are incorporated into other learning areas, such as the use of PicCollage, Book Creator and Canva during literacy time.
- The year 3-4 children use iPad as part of their classroom programme and the majority of children have their own iPad. There are 7 iPads per classroom that are provided by the school for children that do not have their own device. In Moana class, a small number of year 4 children use a Chromebook as that is the device used in year 5/6.
- In Term 1 the children completed a Digital Citizenship programme (if they have not previously completed the program) to learn how to be safe online. Students were not able to bring a device to school unless they had completed this program.

NEG 4

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

This section could include:

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

- In Term 1, a successful parent meeting for all the caregivers of children in the Wai team was held over Zoom. This means of communication was as a result of the lockdown restrictions in place at the time as this is usually an in-person event. This parent meeting introduced the teachers, shared information and expectation around areas such as uniform and devices and ended with a question-and-answer time.
- A term overview is developed at the beginning of each term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home. Here is an example of the [2021 Term 3 Overview](#).

- Teachers send a weekly class newsletter called a 'Home Note' to parents which include the week's memory verse, spelling works and homework, and may include tips to help with learning or notices about up-coming events. Here is an example of the [Awa Term 3, Week 4 Home Note](#)
- A school newsletter created by the Administration staff is sent to families fortnightly which shares information and includes a message from the principal.
- We have Parent teacher conferences in Term 1 and 3.
- We send a formal written report to parents twice a year in terms 2 and 4.
- During lockdown, communication between teachers and parents has expectedly risen as we communicate regularly using Class Dojo.
- Parent feedback is always welcomed.

NEG 5

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

This section could include:

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

Writing-

The children in the Wai team have been exposed to, and have written, for a range of purposes. This year the children have written to recount, report, instruct, persuade and entertain. The learning objectives for writing come from the NZ Curriculum and the Writing Language Progressions. Publishing their writing has been in the form of written publishing and displayed on the wall or around the classroom and also opportunities to publish work digitally such as using the app Book Creator.

Reading- The children are organised into levelled reading groups based on their reading level. Guided reading lessons occur throughout the week where children are reading and interacting with the text they have read. There are some children very much in the 'learning to read' stage, and others that are very capable readers in the 'reading to learn' stage. Due to the high number of ESOL children there is a greater need for deliberate acts of teaching vocabulary and comprehension strategies. This has been a focus of the Teaching Inquiries within the Wai team.

Phonics- The Frances Adlam Simply Phonics programme has been used this year within the Wai team. Each week the children are introduced to a new sound and the spelling words for the week are also based on this sound. Two of the 3 classes have a very wide range of spelling levels so although the same sound is taught, the children are in spelling groups with differentiated words. During the week there may be a range of spelling activities used within the class to support the phonics teaching such as teaching videos and cloze activities.

Digital Technology- All children in year 3 and 4 participate in a coding programme to support computational thinking. Coding Jam is used in year 3 and Coding Awbie is used in year 4. Both year 3 and 4 children use Kodable. Children are also taught how to use a range of applications that they have loaded onto their iPads.

PE- Children participate in PE lessons each week based on the school-wide sport planned for each term. During term 2 the children only attended 2 out of the 4 gymnastics lessons that were planned due to the lockdown. There are 5 swimming lessons planned and booked for Term 4. PE is often taught by release teachers, either Margaret Smilde or Linda Baird.

NEG 6

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

This section could include:

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

Planning:

Teachers use a set template for unit planning that include the Overarching Characteristic of God, Jireh Outcome, School Value, Key Competencies, the ESOL principles, learning objectives and lesson resources and planning. The CFRR model is used for each of the inquiry topics each term. Learning Objectives are taken from the NZ Curriculum and Learning Progressions documents. Teachers plan their own Pr1me maths and Reading Unit plans to meet the needs of their class. The rest of the subject planning including Writing, The Arts, PE, Te Reo Maori, Digital Technology, Daily Discipleship, Phonics and Maths Strand are all shared and adapted to suit class needs.

Progress Tracking:

Teachers keep their own data books which may be online and/or a hard copy. These data books collate assessment data to track student progress and achievement. Teachers may collate data from formative and summative testing, as well as other data such as work completed, spelling scores and memory verse memorisation. The data collected is key evidence when formulating OTJ (Overall Teacher Judgments) for mid and end of year reporting. ETap is also used to store data from assessments such as running records, Probe, eASTTle, PAT and OTJ.

Personalised Programmes:

Students who are working well below the expected level have an IEP, students who are working below the expected level have an action plan. There is one student who is ORRs Funded who has teacher aide support each morning who is able to support with a more individualised programme. Students within classes may grouped into different reading, writing and maths groups depending on their level. At times, the children are grouped to work with children at the same level and other time children are organised into mixed-ability learning groups.

NEG 7

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

This section could include:

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

- Children who are working above the expected curriculum levels are generally extended within the classroom where learning is planned to cater to the specific needs to children.
- There are 2 children (both in year 3) that move to a different classroom during Mathematics lessons, so they are taught and extended alongside children who are at a similar level.
- There are also 2 children (both in year 3) that move to a different classroom during Mathematics lessons to join other children at a similar maths level. This allows these children to access teacher aide support in a small group to better meet their needs.
- One child in year 4 is supported by Vicki Morris to help with extension in both reading and writing.
- Homework and inquiry projects completed both in class and at home also provide extension opportunities.

NEG 9

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

This section could include:

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

- Te Reo unit planning is based on the Level 1 and 2 Achievement Objectives. Each class in the Wai team teaches Māori for a 30-minute lesson each week as well as reinforcing learning throughout the week. The Jireh School Te Reo Māori Curriculum and Checklist has guided planning and assessment, alongside the Toku Reo and Te Kete Ipurangi (TKI) resources online.
- The children and teachers have been learning The Lord's Prayer in Te Reo Māori.
- All children have written and are learning their Pepeha. Most children within the team have had a chance to share their Pepeha with their class.
- Te Reo Māori is included as part of the Home Note each week where possible. See Home Note example above in NEG 4.

NEG 10

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

This section could include:

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

- Kapa Haka practice runs weekly. Each session is 1-hour long.
- In Term 4, Week 10 there was a very successful Cultural Week organised. Sandra oversaw the Cultural Week, and each day was led by wonderful parents and whanau. This week gave an opportunity for different cultural groups to share their pride and love of their heritage with the students.
- The school organises a Mihi Whakatau at the beginning of each term to welcome new students, families, and staff. The school Kapa Haka group perform at this event.

Annual School Report to the Board of Trustees

Year

2021

School

Jireh Christian School

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

Annual Summary - IKA LEARNING AREA

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

Introduction:

There are two classes that make up Ika. Taraute is a Year 5 class and Morihana is a Year 6 class. Taraute currently has 23 students, and Morihana has 28 students. Both classes are blessed with many different ethnic groups. Morihana class is dominated by girls, with 9 boys and 19 girls. Taraute has room to accept more students and Morihana is or close to its capacity.



Strengths:

Teachers:

- Ika team has welcomed Miriam Shilston to the team. She is teaching in Taraute room. Miriam is young and brings her expertise of The Arts and Technology to the team. Her enthusiasm, passion for Christian education and innovative ideas are refreshing.
- Professional teachers who are called and committed to integrating learning from a Biblical worldview. Teachers are encouraged to use their strengths, talents and expertise in teaching and learning to inspire, challenge and support Ika students in their academic, spiritual, and physical development. Teachers who are dedicated to work with parents to support students reach their God-given potential.
- Mr Peter McDonough: Both classroom teachers have an experienced and specialist teacher who cover CRT. Mr McDonough is a specialist Technology teacher who covers for both teachers. Peter is teaching our students technology in the Makerspace room. Students are appreciating having a male teacher at school.
- Developing student leaders through activities that serve the school or being given opportunities to grow in confidence, resilience and leadership.

Ika Assembly

- As a learning area, we have two assemblies during the week. Reasons for this, is to form unity as a learning area and have devotions led by a teacher on Thursday's. Devotions is focused on the school value for the Term, which the teacher unpacks and shares practical ways for students to aspire to. We have an Ika tree in Taraute which reflects students who shows a fruit of the Spirit. This is to encourage and celebrate students who strive to be more like Christ in their lives. The goal is 50 and then Ika will celebrate! Also, we use our assembly time to address issues which arise during the Term.
- This Term we had Year 6 **students led assemblies on Thursday's**. This encourages student leadership and strong collegiality among teachers and students. We are aware that student led assemblies influence other students to participate and learn from their peers. It provides an opportunity for students to share their faith or how God is working in their lives. This is for Year 6 students only.



Planning:

- We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas. This provides rich learning for Ika students. Teachers will modify planning to suit the academic expectations of their students. Term planning is detailed and a workable document.
- Our team meets fortnightly to discuss teaching and learning in our department. Teachers send weekly plans to the head of learning at the end of each week. Weekly plans are detailed and straightforward. This is effective in terms of having a plan for relievers (when the teacher is sick).
- During lockdown, students received weekly plans or timetable, which were beneficial, both classes have continued with this. The advantages are, helps students plan for the day/week, they can revise WALTs that needs extra attention, and parents can have access of what their child is learning at school. Students can work independently and follow the timetable during lockdowns.
- The opportunity for students to be taught by the other Ika teacher. Miss Shilston will take Ika for the Arts during the year and Miss Tato will take PE.

Student Leadership:

- Year 6 students lead Ika assembly on Thursday's, starting this Term (due to covid-19).
- Year 6 students serve the school by taking on the responsibility of Sport Shed monitors.
- Morihana class mentors/supports Kereru students (Year 0 students) weekly. Start in Term 2.
- Students tutoring other students (using talent/gifted students)
- Year 5 students have the responsibility of delivering devices to classes.

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

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

We celebrate different cultures within IKA.

Lastly, the change of Ika being a Year 5-6 learning area is a success, in terms of meeting and catering for students' emotional, academic, and social needs.

Challenges:

1. Lateness and leaving early from school.
2. Covid19 and the challenges that eLearning raised during lockdown.
3. Teachers to shift academic progress of a group of students who achieve below expectations every year.

Opportunities:

1. Looking to have an IKA camp for two days (proposal for 2021)
2. Using Google Classroom for online workspace.
3. Technology with Peter McDonough
4. PR1ME Math program and development
5. Utilising PKA to support academic needs for our Pacific Island students.

6. Look at ways of working with Year 4 teachers to help improve the transition into Year 5 or Ika.
7. Start advertising or promoting Tiwai to Year 6 parents early in the year and not in Term 4.

Threats:

1. Losing Year 6 students to other schools.
2. Covid19

SPECIAL CHARACTER

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

Accelerating Student Achievement: Maori

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

This section could include:

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

Raising Achievement Plan:

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

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

Maori achievement

- All planning is looked at from a Biblical world view and from a Maori context. As part of learning enquiries students are intentionally answering questions about Maori world view.
- Te Reo is being taught intentionally and used as everyday language in the classrooms.
- Classes follow an online te reo programme for 40mins, weekly. This is for ALL students. Besides the online program, students learn the Maori alphabet, sing Maori songs, learn te rakau sticks etc.
- Students learnt their mihi as part of their introductions at the beginning of the year.
- Whanau involvement at many opportunities.
- Maori students leading class lessons in Te Reo.
- Kapa Haka group, they perform at various events and welcome new families at the start of each term.

NEG 1

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

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

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

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.
- Chess Power, run by a specialist.
- Music lessons run by two outside agencies.
- Outside specialist to run our sport programmes e.g. soccer, cricket, swimming, touch, basketball, and badminton.
- Ika students are learning together e.g. Fitness, Sports and Inquires. This has provided rich learning experience for students to work with other students from other classes. Utilising teachers' expertise.

Inquiry learning has enabled students to experience the processes of knowledge creation and the key attributes have been learning stimulated by inquiry, with a student-centred approach, and a move to self-directed learning, and an active approach to learning.

- Students participate in excursions/incursions outside the classroom e.g. school trips to Corbans Art Estate, Chelsea Factory visit, guest speakers, cultural week, etc.
- PE- Specialist coaches

NEG 2

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

This section could include:

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

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

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

We have an ESOL teacher on site who works four days a week.

Outside agencies are referred to when necessary.

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

NEG 3

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

This section could include:

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

- We have established Jireh student outcomes and teachers are working towards a shared understanding of the outcomes with the students.
- School wide planning reflects one outcome for the Term e.g. Term 3 = Contributing
- The school has BYOD from Year 2 to Year 8. In Term 1 the children were requested to undertake the Digital Citizenship programme (if they have not completed the program), However, students cannot bring a device to school unless they have completed this program. Students bring a chrome book to school.
- Ika currently follow a digital technology curriculum. Morihana students are using spheros to solve problems (obstacles).
- Teachers plan to genuinely look at ways on how to implement tasks that will allow students to develop these skills/values from the Jireh Outcomes. To integrate how students can be confident in English, Sports, Faith etc.
- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning, take risks, to become 21st century learners.



NEG 4

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

This section could include:

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

Learning Area wide initiative:

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

NEG 5

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

This section could include:

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

Literacy Programmes and initiatives:

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

Digital Technology – teaching the students skills on digital fluency, computational thinking and creating using digital tools.

BYOD is offered to Year 4-8 students to support teaching and learning in the classroom. Students use their device to support their learning.

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

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

Music – Ika students have keyboard and guitar lessons. Taught by a specialist music teacher.

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

Arts – School Production in Term 3.

Drama lessons offered by experts.

Excursions/Incursions – Classes preparing cultural week.

Community Events – School Picnic at School, whanau coming in as guest speakers, family barbecue, working bee.

NEG 6

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

This section could include:

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

Planning: Teachers use a set template for planning. This is the main planning template which teachers use to plan curriculum. We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas. This only provides rich learning for Ika students. Teachers add specific lessons to planning.

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

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

NEG 7

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

This section could include:

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

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

We currently have one student who attends 'MindPlus'.

NEG 9

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

This section could include:

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

School use <http://www.tokureo.maori.nz/index.cfm/1,188,0,43,html/Series1> to teach Te reo to all students. Every class has at least 40mins of Te reo lessons once a week. Teachers are to use Maori words and make them visible for students in class. This must be related to the topic. Waiata are part of the school programme.

PLD for staff happens on some Wednesday mornings throughout the year.

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

Students go to Kapa haka once a week.

NEG 10

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

This section could include:

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

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



Annual School Report to the Board of Trustees

Year

2021

School

Jireh Christian School

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

Annual Summary - TIWAI LEARNING AREA

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

Introduction:

The Tiwai Learning Area is comprised of two composite classes, with a total of 35 students between them. Each of these classes have a mixture of both Year 7 & 8 students. Nikau class, taught by Mrs Greta Mackie, has 20 students and Kotukutuku class, taught by Mrs Charmaine Stoffels, has 15 students. Although there are notably more boys in year 8 than there are girls, across the whole of Tiwai there is a relatively balanced gender mix. Of the 35 students, 11 identify as European (31.4%), 7 identify as Pasifika (20%), 6 identify as Asian (17.1%), 4 identify as NZ Maori (11.4%), 4 identify as African/African Origins (11.4%) and 3 identify as Indian (8.6%).

In Year 7 & 8, while there are no students with significant learning needs who are funded by the MOE, a quarter of the Tiwai students require additional support and programme modifications to aid their learning opportunities; two Tiwai students with significant learning needs have Teacher Aide allocated hours and four students work with the ESOL teacher. 37% of Tiwai students are ELLs, having a language other than English as their first language. Due to the high level of learning needs in this group, it is not possible to allocate Teacher Aide time to all students who need this support.

As students enter the intermediate years, they begin to develop the ability to reason and apply logic; those with sound literacy and mathematical skills can begin to move to higher levels of thinking and performing relatively quickly. This further widens existing learning gaps, within the cohort and creates a significantly challenging range of learning abilities and needs. Students who have not experienced language-rich home environments can be significantly disadvantaged. Teachers are acutely aware of the need to prepare our year 7 and 8 students for high school, especially in the core areas of literacy and mathematics.

Teachers meet learning needs in a range of ways including, use of small group instruction, online programmes/learning platforms such as Maths Buddy and Google Read and Write, use of audio texts linked to word texts, SENCO one-on-one support, differentiated learning activities, and peer support.

Strengths:

The Tiwai teachers are both experienced classroom teachers with many years of teaching to their credit. As parents themselves, with now adult children, they understand the special joys and challenges of this age group and the rapid changes that intermediate aged students undergo mentally, emotionally and physically during these years. The team is further enriched by Charmaine and Greta bringing different cultural perspectives and different lived experiences to their teaching. The Tiwai Team has a wealth of teaching experience to draw on. Mrs Stoffels is experienced in classroom teaching ranging from the junior primary years up to Year 8; she also brings her knowledge and passion for Kapa Haka and Te Reo and is the JCS Leader of Literacy. Mrs Mackie is experienced in teaching students from Year 5 to Year 10; Greta thoroughly enjoyed teaching Mathematics at year 9 and 10 levels for several years. Tiwai also has significant additional expertise to draw on. Vicki Morris, our Deputy Principle has a vast experience in intermediate level teaching, as well as experience as a Youth Pastor; her wisdom, experience, and pastoral care enriches the Tiwai learning area, as does her writing of the devotional units we use in Daily Discipleship. This year we have also welcomed two new staff members into our Learning Area. Margaret Smilde, who provides specialist teaching in Tiwai on Thursdays, is an experienced high school Physical Education and Geography teacher; Peter McDonough, brings many years of experience to his role of our new on-site Technology teacher.

One of the ways in which we prepare our students for high school is in having some subjects taught by different teachers. Charmaine and Greta utilise a cross-teaching approach to Mathematics and Writing, with Charmaine teaching Writing to all Tiwai students while Greta teaches Mathematics to all Tiwai students. This enables Mathematics to be taught in year levels, which is important, as this learning discipline is essentially incremental in nature. Students also move between classes for Science (Mrs Mackie), Geography & PE (Mrs Smilde) and Technology

(Mr McDonough and Mrs Stoffels). In this way, students experience the security of a homeroom teacher for most of the week, but also learn what it is like to move from teacher to teacher for different subjects; students receive specialist teaching in Geography, Hard Materials Technology and PE.

We are also blessed to have a purpose-built Science Laboratory on site, with its Bunsen Burners being a favourite with our students. Greta teaches Science to both classes, making good use of the new equipment that has been purchased over the last three years; the commitment of funds for outfitting the lab has been a blessing to our students and is much appreciated. In its fledgling state, the Science programme remains dynamic and is still being added to and refined, but it is encouraging to see students transferring concepts learned in science to underpin understanding in other areas of learning. As part of science assessment, Tiwai students encounter their first content tests – this is usually a shock to the system for year sevens, but really helps our students recognise that a deeper level of engagement in their learning, where knowledge and understanding is added to skill development, is necessary for transitioning to the higher expectations of high school. Special lab resources, such as the life size skeleton (named *Yorick* 😊) and the torso with removeable organs, are also used by the Primary classes.

A strong two-year cycle of rich learning has been developed, with the transition to high school in mind. Units for Inquiry provide challenge for students to think critically and engage with ideas; response to Inquiry ranges from, written and oral presentations, to simulations and practical projects that are other focussed (e.g: student led fundraising that raised money to bring water to a village, as a practical Inquiry response to our Water unit). Inquiry and Reading planning are done collaboratively, with other planning being completed by the teacher responsible for each subject. Reflection on planning focusses on the delivery of the programme, student response to the learning and student needs that have been identified during the teaching and learning; reflection on teaching and learning informs future planning. The two-year cycle remains dynamic and is continually being refined and improved.

Digital Fluency is generally well established in the Tiwai students, who work confidently on digital platforms both independently and collaboratively. Apart from increased confidence using digital tools and apps such as Quizlet, Flipgrid, Google Docs and Google Slides, Google Classroom (as a platform to deliver work, resources and assignments) is being embedded into the programme. Google Classroom makes the delivery of Distance Learning, during Lockdowns, significantly more effective. Students are also using two online learning platforms this year – [Maths Buddy](#) and [Education Perfect](#). EP is a well-established and well-regarded NZ Curriculum based learning platform used widely in intermediate and high schools across the country; we are using EP as part of our Science programme and are also trialling the use of its online Te Reo programme.

Tiwai students have multiple opportunities to lead and serve. Students serve the school-wide House system as House Leaders. This year we have leadership teams of three students heading up each of the Houses. In contrast to last year, the school does not have a Head Girl and Head Boy; instead, one of the three House Leaders for each House is also a House Captain. This wider spread of leadership responsibility is more suited to the current cohort of students. House leaders have shown leadership and responsibility in planning for, and running, activities at the school picnic; they have also lead some school assemblies. House Leaders with Sports ability did an excellent job coaching sports teams for the recent Interschool Soccer Competition. Our House Captains impressed with their contributions on the Tiwai Open Evening, where they did an excellent job of sharing their highlights of being in Tiwai, with prospective 2022 Tiwai parents. The playground leadership scheme instituted by Ms Bosman, last year, where Tiwai students serve as a “visible presence” in the playground at morning tea and lunchtimes, has become embedded this year. It is lovely to see the older students giving up their time to take responsibility in the playground, helping solve small problems and playing with the younger ones. Each pair of “playground leaders” serves for a two-week period. Year 7 and 8 students also have opportunities to serve in other capacities, such as on the Assembly Tech Team and as Wet-Lunch-Monitors.

This year has seen the advent of a brand-new Technology Learning Space and Yar 7 & 8 Technology on-site at JCS. The Tech room has been outfitted, under the direction of Mr McDonough, and students are able to work with a variety of hand and power tools. Mr McDonough and Mrs Stoffels have worked with the [Wonder Project](#) on *Rocketry* and are currently trialling the Wonder Project’s new *Power Challenge*. Food Technology is planned for Term 4, when the new kitchen will be up and running.

Tiwai students enjoy some excellent EOTC (Education Outside the Classroom) opportunities. We have just completed a term learning about government in NZ and are busy planning our biannual trip to Wellington, where we will visit parliament. On alternate years Tiwai goes to camp. We enjoy two learning units of Physical Education at off-site facilities; in Term 3 we spend 5 afternoon sessions at Clip ‘N Climb, growing both climbing skills and confidence and in Term 4 we do a term of swimming at Phillips Aquatic Centre, developing swimming and water safety skills. Students with a strength in Sports represent the school at multiple ACS interschool sports events. At the end of Term 3,

students with Sports ability are able to be part of a team going to Sports Camp at Totora Springs, to compete against other intermediate teams. In addition to EOTC, this year Tiwai has had the advantage of several on-site learning events, including the Life Education Bus, Nest Consulting's "Body Talk", St John's First Responders course, and a visiting group who set up team building activities at the beginning of the year. At the end of Term 3 we have a S.T.E.A.M. week, where students not going to Sports camp will participate in a week of Science, Technology and Art based workshops.

Tiwai students are offered rich and varied learning experiences.

Weaknesses:

One of the most significant academic weaknesses of this cohort shows in their written language. The general level of written fluency is lower than it should be, with a number of students not yet phrasing sentences as complete thoughts with automaticity. Several factors feed into this: the vocabulary, grammatical and syntax challenges faced by ELLs, a general lack of understanding and vocabulary to talk about sentence structure, and the inconsistent attendance at school of some students. This same need has been identified across the school as a learning need and intentional planning is afoot to address this weakness.

Inquiry research has a tendency toward shallowness; this is a pattern. Students are not processing research materials with the depth of understanding needed to be able to synthesise information. This has been identified by Tiwai teachers, during collaborative teacher reflection, as a learning need and new strategies will be trialled in an attempt to increase depth of research.

Although we have specialist teaching in Geography, PE and Hard Materials, Tiwai does not have specialist teaching in the Visual Arts or the Performing Arts. Provision of specialist teaching is probably our biggest weakness/challenge in terms of delivering a robust year 7 and 8 programme, comparable to other Intermediate/Middle Schools. This is concerning as it is detrimental to both student learning/development and the attractiveness of JCS, as a year 7 & 8 school of choice. At the intermediate level, a significantly higher degree of expertise in specialist subject knowledge and teaching is required. The difficulty for generalist teachers to step up into specialist teaching roles, increases exponentially as one goes up the curriculum levels. This problem is particularly challenging in a Full Primary where, in contrast to a large intermediate school where teachers with specialist knowledge and training can be drawn on, the burden falls on the generalist classroom teacher. Having a single person providing the bulk of the release time for Tiwai teachers, limits the probability, that a single person can supply all of the varied specialist teaching needed at this level. The best scenario would be for specialist teaching to be available in Tiwai for PE, Hard Materials, Art and Music.

Inconsistent attendance, by some students, continues to be a challenge by limiting the progress that can be made. When inconsistent attendance is coupled with late arrival at school, this compounds the problem.

Opportunities:

The inclusion of Climbing as an off-site PE unit has provided an appropriate alternative to Gymnastics, (which was not challenging enough for Tiwai students). Other advantages of climbing are that it: provides opportunity for all children do develop confidence, provides opportunity for students who do not enjoy team sports to be fully engaged at personal levels of capability and is an excellent indoor option during winter. **Although we are repeating Climbing this year, it would enrich the PE programme if we investigated a second indoor, off-site option for inclusion in the programme on alternate years.** Margaret is looking into this.

For the first three years, WoW week focussed mainly on art and craft activities. With the advent of an on-site Technology space and specialist teacher, we are reinventing this as a S.T.E.A.M. week. This will be trialled in the last week of Term 3. A S.T.E.A.M. week gives us the flexibility of mixing up art, craft and S.T.E.M. learning activities.

We also have the opportunity to put in place a Year 7 & 8 Technology programme intentionally designed to dovetail into the Science programme, making better use of specialist teacher strengths. This would be useful in the *Physical World* science focus where Technology overlaps perfectly. This year we are trialling two new initiatives via the Wonder Project, both of which include science understandings (forces, energy, electricity); Peter's Hard Materials projects also include science understandings (mechanical advantage/levers, forces).

Threats:

High expectations for *specialist* teaching, resting on *generalist* teachers, at this level, creates the potential for demoralising staff. This is a dilemma, as at this level a high level of specialist teaching *is* necessary, in a way that it is not at lower curriculum levels e.g: Music at NZC Level 4 requires specialist knowledge and ability that most teachers do not have, whereas Music at NZC Level 1 can be achieved by a classroom teacher with no/limited special training. Without rigorous, high-quality *specialist* teaching, (in needed areas) we run the risk of comparing unfavourably to larger schools by providing a less robust learning programme. This can contribute to loss of pupils at the year 7 & 8 level. This threat can be mitigated with **strategic planning around release time and release teachers, specifically targeting specialist teaching in necessary areas.**

Having large amounts of students in spaces where safety is a clearly identified issue, due to the nature of tools/equipment being used and the nature of the tasks being undertaken, is a threat to student safety. **If the Technology Space and the Science Lab had a student number ‘ceiling’, this would be a pro-active way to mitigate the risk of these learning spaces.** The Science Lab at JCS has been designed to safely accommodate up to 20 students. There is also a limit on the number of students that can be safely supervised around power tools and sharp hand tools. Peter McDonough will know the parameters around this. Fortunately, there is a solution to this threat, by the organisation of **a three-way rotation that includes both Technology and Science**, with the effect of lowering the numbers of students in these spaces. This would work in a similar way to the three-way rotation that was used (for the same safety reasons) in previous years when our students were going to Technology on the Elim MAC campus. This may require the funding of an extra hour or two per week for Tiwai staffing, to make it work, as Technology and Science periods are currently used (within the rotations) to release staff for CRT and management unit release.

Although we are blessed with a purpose-built Science Lab, this lab is not yet fully safety compliant. The lab should have hot water on tap. There also needs to be signage. For chemicals to be safely stored in the lab, we need to have both a suitable storage space and the appropriate Material Safety Data Sheets (MSDSs). (This is currently limiting the experiments we can carry out). **Expertise needs to be sought in helping upgrade the compliance status of the lab.**

Special Character

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

Planning follows the *Transformation by Design* model and includes a Biblical worldview, related to the topic and organised around the 6 Acts of the “Drama of Scripture”. The purpose of this is to embed Biblical worldview into the thinking around our teaching and learning. As part of the Tiwai teachers’ reflection on student Inquiry, last term, part of our discussion centred around the disconnect that our students seem to be having in terms of *independently* articulating connections between a Biblical worldview and the Inquiry topic. To address this, we plan to model making these connections and to provide students with scaffolding sentence stems, to give them a framework for articulation; we have also developed a list of “big ideas” that could be connected to the topic, to help students focus their worldview thinking.

This term, as we embark on novel studies with a WW2/holocaust setting, some of the learning will unpack how the Nazi *worldview* underpinned their *thinking* about Jewish people, and that this in turn determined their *actions* against the Jewish people. This will be contrasted against the actions of those who acted self-sacrificially, and saved Jewish lives, sometimes at the cost of their own. This is an excellent vehicle to help students understand what a worldview is and the influence it has on the way we live and the choices we make.

The Daily Discipleship unit for each term centres around a characteristic of God, and our response to it e.g: this term the Big Idea is “God is love, and we are called to reveal His love in everything we say, think and do”. This Big Idea is displayed at the front of the class, to help centre our focus. Each term we also unpack a school value (Love, Faith in Christ, Hope, Truth) in relation to the Big Idea and our Inquiry topic.

Application of the Daily Discipleship programme retains an important flexibility, so that important Biblical understandings can be explored as they arise, even though they may not be specified in the unit. An example of this would be last term when we were reading through the Sermon on the Mount and came to the verse about seeking “first the Kingdom of God”. Since not a single student could explain what they thought the *Kingdom of*

God meant, we spent some time the next day exploring this, through scripture, unpacking the meaning of this phrase. Students found this to be a rich, meaningful devotional time. At this age, they appreciate depth.

Memory verses are learned each week; students are encouraged to also learn their verses cumulatively and recite them at the end of the term. This is to encourage long term memory, rather than short term memory of scripture. Those who commit to long term memory and can recite all of the term's verses gain a special certificate in Friday assembly.

The morning begins with gathering prayer requests; students then pray for each other's needs. They are also encouraged to share answered prayer and give thanks. Many students are confident enough to pray aloud in the class group. Those less confident are happy to pray in small groups of 3-4. If a student becomes sick or some other need arises during the day, we have the privilege of being able to stop what we are doing and lay that need before God in prayer. Praying with a student can also be a comfort to a hurting soul.

Students are encouraged to outwork their faith in the ways they relate to others, respecting each other because they are *imago dei* – made in the image of God.

Accelerating Student Achievement: Maori

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

This section could include:

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

In Tiwai, profile is given to honouring Te Reo and respecting tikanga (Maori protocols, practices and concepts) as a normal part of the classroom environment. Senior Tiwai students are leaders in kapa haka as the kaikaranga (woman caller) of the karanga (the exchange of calls that forms part of the powhiri) and leader of the haka. It is the policy to offer Maori students leadership positions in Kapa Haka first (if they choose not to take up these roles, they are then offered to others). Students from year 3 up have the opportunity to be part of the Kapa Haka group, although Maori students may be part of the group from NE. Students are given honour as kapa haka leaders for special occasions such as performances and outreaches. Charmaine Stoffels leads the JCS Kapa Haka group and continually promotes tikanga Maori. In Tiwai, students who identify as Maori are generally achieving similarly to their non-Maori peers.

In addition to planning being looked at through a Biblical lens, Maori worldview, tikanga and perspectives are related to the topic. Opportunities to explore Maori heritage and perspectives are designed into the planning of units of work. For example, in Term 1, students researched their family's immigration/migration stories and their family trees. This provided Maori with an opportunity to find out about their whakapapa and share this important information with the class. This term, planning includes the differing Maori perspectives in the 1940s, about fighting overseas in WW2, and why they held these views.

Te Reo and tikanga are being taught intentionally. A number of PDs, led by Charmaine Stoffels for staff on Wednesday mornings are unpacking the Achievement Objectives of the Te Reo Curriculum, Level One and Two, with practical suggestions for activities that can be implemented in the classroom. Tiwai is trialling the use of an Education Perfect online Te Reo learning programme, to ascertain its usefulness.

The Tiwai teachers have created a *family culture* in their respective classrooms.

Modified teaching approaches include:

- *creative, hands-on, and concrete experiences* that move from the concrete to the abstract and from the known to the unknown
- Oral forms of communication built into the learning process to facilitate students in the *processing and developing of understanding through speaking*
- Collaborative learning where students learn *together* with partners and in small groups.

NEG 1

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

This section could include:

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

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

- Music lessons are provided by an outside teacher, on-site, during school hours eg: piano
- Kapa Haka
- Specialist teaching in PE, by Margaret Smilde, a high school PE teacher, in addition to off-site options in Climbing and Swimming
- Specialist Technology and Geography teaching
- On-site counselling offered to students with emotional needs
- Varied teaching and learning approaches to cater for varied learning preferences eg: independent learning, collaborative learning, directed teaching, inquiry, problem solving, experimentation, hands-on-learning, role play, whole class activities, small group tasks, paired tasks
- Integration of digital technology via online learning platforms, apps and digital tools
- Sports Camp option and opportunities to participate in interschool sports competitions
- S.T.E.A.M. week
- Chess & Othello Tournaments
- Practical, hands on learning in Technology: Food Tech, Hard Materials, Rocketry

NEG 2

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

This section could include:

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

- The JCS SENCo (Vicki Morris) oversees the school's Learning Support programme and conducts IEPs and special assessment. Vicki liaises with the RTLB and Tiwai teachers regarding the learning needs of specific, identified students.
- Teachers identify students performing a year or more below their expected curriculum level. Action Plans are written (and updated) for these students, outlining specific learning goals and strategies; this creates an individualised approach to identified learning needs. For some students with significant learning needs, who do not qualify for Teacher Aide time, their Action Plan can effectively become an individualised programme of learning for subjects such as reading, writing or mathematics. An example of this would be one student's individualised phonics reading programme.
- The needs of ESOL students are met within the classroom environment. Acquisition of vocabulary is intentionally planned for. An example of an initiative connected to Kahui Ako PD has been the inclusion of the ESOL principles as an integral part of planning documents, to facilitate intentional planning and inclusion of strategies to facilitate literacy for ESOL students. There is a growing emphasis on oral processing of information preceding reading, and creation of orals texts preceding the creation of written texts.
- Two students with special learning needs have some Teacher Aide support within the classroom. Sometimes this works by supporting the student to operate within the general classroom learning programme, while at other times the Teacher Aid works more in the role of a personal tutor. Support is not solely academic – the Teacher Aide also helps these students to manage emotions and behaviours that can otherwise derail learning.
- Google Read and Write is used by students with Challenges in Writing
- A number of Tiwai's Pasifika students attend the PKA homework club (Pasifika Kids Advance), the purpose of which is to accelerate learning by establishing good learning habits, provide collaborative support and remove barriers to learning.

NEG 3

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

This section could include:

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

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

The JCS BYOD policy is actively outworked in Tiwai by students bringing their own Chromebooks or laptops for use at school. Digital fluency shows a good level of confidence and independence.

- Digital platforms and tools are utilised by students in roles of both digital consumers and digital producers. Students are adept at using Google classroom to access linked texts and other resources posted by the teacher. Students confidently use shared Google Docs and Google Slides to create original material and to work collaboratively; they are becoming increasingly familiar with accessing and working on task assignments through Google Classroom; many students still need to embed a habit of “TURNING IN” or “SUBMITTING” completed work via Google Classroom.
- Interactive online learning programmes on which students access personalised online learning tasks are being used with increasing facility. We include the use of *Education Perfect* (for Science and Te Reo), *MathsBuddy* and *CommonLit*. Digital programmes and tools (as mentioned elsewhere in this report) are also an integral part of the everyday learning programme.
- In the Digital Technologies curriculum students work towards Progress Outcomes in the *Designing and Developing Digital Outcomes*, by using Tinkercad (3D software) and 3D printing designs that have been developed according to a brief. To satisfy Progress Outcomes under *Computational Thinking for Digital Technologies*, students code Sphero robots using Block Coding.
- Communications between home and school are almost exclusively digital. Kotukutuku uses class Dojo, and Nikau has its own classroom website. Both teachers also communicate with parents via email. Students are now also able to confidently use their school email to communicate directly with their teachers; this proved to be the most effective and efficient means of communication between students and teachers during Lockdowns, earlier this year.
- Significant 21st century skills such as critical thinking, self-management and problem solving are integrated across all learning areas. The Tiwai Science programme taught by Greta Mackie adds extra depth to learning, by intentionally supporting a developing understanding of science-based concepts which can be transferred to enable deepened understanding across many diverse topics and fields. Science is a significant part of the 21st century focus on S.T.E.M. learning.

NEG 4

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

This section could include:

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

- At the beginning of each term, a letter goes home to all Tiwai parents, outlining the Learning Programme for the Term (refer to example at end of this document)
- Additional communications home include “update” class newsletters to keep parents/caregivers aware of what is happening in the classroom.
- Communications home about Homework can be in the form of classroom letters., emails or notices on the classroom website (Nikau) or on class Dojo (Kotukutuku).
- Parent/Teacher conferences take place in Terms 1 and 3. A full, formal, written report is sent home to parents in Term 2 and a modified, lighter, less comprehensive written report is sent home at the end of the year.
- A link to an online School Newsletter is sent to families once a fortnight. This includes information about what is currently happening in a school-wide focus. On alternate weeks, a shorter Wednesday Words communication is emailed to parents.
- The PKA Homework club (as discussed in NEG 2), is an initiative that provides support to our Pasifika parents and caregivers in their role as first teachers

NEG 5

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

This section could include:

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

Writing: Tiwai students are taught in year groups for Writing. The Writing Progressions that have been developed for the Tiwai learning area are clear and sequential.

- Students work with Charmaine to set personal writing goals in connection to the Writing Progressions
- Exemplars, specific to the text type students are writing, are used as models
- There is an increasing focus on scaffolding student writing by preceding written language tasks with oral tasks
- There is an increasing focus on explicit teaching to develop sentence structure

Reading:

- Students engage with **novel studies and short stories** for the purpose of learning about elements of story (setting, plot, characters, conflict, theme) and exploring the use of figurative language.
- Students engage in **information reading** to develop research skills, the ability to identify main ideas and subsidiary details, skills of skimming and scanning and summarising, with the goal of critical thinking about, and synthesis of, texts read.
- A **Tiwai Research Progression** is being developed and trialled; the purpose of this is to explicitly teach students to process information in texts through generating and answering questions, peer discussion and oral sharing of findings.
- A **Wide Reading Standard** has been established to intentionally broaden the genres from which students read; this standard requires students to read from fiction, historical fiction, non-fiction, sophisticated picture books, graphic novels, news articles and poetry.
- **Classroom libraries** are carefully selected to provide students with a wide selection of quality novels with thought provoking themes; classroom libraries are continually being added to, with students often making requests from scholastic orders.

Mathematics: Tiwai students are taught in year groups for Maths. This is intentional as Maths learning in this area of the school is necessarily incremental, in preparation for high school Maths.

- Mathematics at NZC Level 4 has a notably greater emphasis on Strand than it does in the Primary school; Number and Strand receive as 50/50 time allowance. Students are also introduced to formal Algebra
- Because of the necessity to ready students for high school, a splinter grouping approach is used, with differentiation for students needing extra support and also for those needing extension. This enables students to move between groupings, depending on their competency in varying topics.
- The Year 7 programme is teacher/curriculum driven, rather than text driven, with resources sourced from Prime, Excel, NZM, Signpost, Figure it Out and other materials. Consideration is being given to trialling *Maths No-Problem* as a Year 7 text.
- The Year 8 programme is based on the excellent *Nulake 9 Workbook*, with extension offered from other texts.
- Concrete materials and representations are an integral part of the teaching process, so that concepts can be visualised and understood in real terms
- Students all have access to their own MathsBuddy account. This online learning programme includes video teaching and practice. Students have access to the whole curriculum from Year 1 to Year 13, making this an ideal programme to support struggling learners and also to extend able learners.
- Students do the *Otago University Problem Challenge*, with the opportunity for students to gain certificates for meritorious results

Science: Both classes are taught Science by Greta Mackie, in the Science Lab. Having the purpose-built Lab enables Tiwai to offer hands on science using proper lab equipment and apparatus

- The Science Learning Programme runs on a two-year cycle
- The programme covers the Science strands of *The Living World*, *The Material World*, *Planet Earth and Beyond*
- *The Physical World* strand is covered partly in Science and partly in Technology

- Learning focusses on the development of conceptual understandings, skills and the use of specialised equipment such as Bunsen Burners.
- Science is an excellent subject for providing meaningful hands-on learning experiences for our students
- Students all have an Education Perfect Account which provides access to an online Science Learning Programme – this is NZ Curriculum linked

Digital Technology: These units of work are part of the Tiwai Technology Rotations

Designing and Developing Digital Outcomes

- Students use TinkerCad to create 3D designs, that satisfy the requirements of a given brief. These designs are then created on the 3D Printer. This unit of work is taught by Charmaine.

Computational Thinking for Digital Technologies

- Students use block coding to programme Sphero robots. Students demonstrate multiple ways to code for the same outcome, use iterative loops for efficiency, identify bugs and debug, and use specialised vocabulary. This unit of work is taught by Greta and/or Charmaine
- Understanding of data storage using binary digits (bits) is covered in mathematics

Technology: These units of work are part of the Technology Rotations. The JCS Technology Programme is in its fledgling stage of development, with the advent of on-site Technology in our new Technology Space this year. Peter McDonough works with our students as an experienced specialist Hard Materials Teacher. He also covers other S.T.E.M. units.

- Hard Materials is now being offered on-site
- Food Technology is due to begin for Year 8s in Term 4, when the Kitchen is ready
- Teachers have worked with the Wonder Project on Rocketry and are trialling a Power Challenge in Term 3
- New units will also be trailed next year, with a view to setting a two-year cycle of Technology Units

Physical Activity: Margaret Smilde provides expert specialist teaching in Physical Education, for Tiwai students. Margaret is an experienced high school PE teacher. A Fitness programme is run by classroom teachers.

- The on-site learning programme covers small ball skills (cricket, softball), large ball skills (touch, netball, soccer and volleyball), cross-country and athletics
- Off-site PE learning includes Climbing, Swimming and Water Safety
- Students with ability in Sports can train for ACS Sports' competitions for soccer, netball, basketball, cricket and touch. Ms Tato trains these teams.
- Students with sports ability also have the option of attending Sports Camp at Totora Springs (a week at the end of Term 3) where they compete in sports and games against other intermediate students. Vicki Morris trains and organises this team.

NEG 6

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

This section could include:

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

Clear Learning Objectives

Learning Intentions are formulated from the Literacy and Mathematics Progressions and directly from the NZ Curriculum. Learning Intentions across all subjects are articulated in the form of WALTs (We are learning to . . .). The Learning Progressions are used to inform programmes of teaching and learning.

- Tiwai has formulated a table detailing the Writing Progressions in clear understandable language that students can follow. Students have these progressions in their Writing Folders; personal writing goals are negotiated with their writing teacher, so that students are clear as to what they are working towards
- In Mathematics and Science WALTs are articulated at the start of each lesson, so that students are clear about learning goals
- In Reading and Inquiry WALTs are discussed with students at the beginning of the unit of work
- WALTs for Reading, Writing and Mathematics are currently being reworded and formatted for use on SPOTLIGHT, a new online tracking system that JCS has set up on eTap. These WALTs are being formatted into a table, to achieve clarity of coherence across curriculum levels, and updated on SPOTLIGHT. Once completed, these WALTs will be checked off on SPOTLIGHT as students achieve them, providing for online tracking of student achievement

Tracking Student Progress

Formative Assessment: Formative assessment is used to monitor student learning to provide feedback and inform next steps in the teaching and learning process.

- Methods of formative assessment include pre-tests, learning conversations with students, peer assessment, teacher observations, classroom performance, quizzes and marking of work

Summative Assessment: This has the purpose of summarising student achievement at a particular time. It can be formal or informal. Academic progress is tracked and recorded formally on eTap and in teachers' Mark Books. Results are triangulated and used to inform OTJs (Overall Teacher Judgements) which are communicated to parent via school reports.

- PATs, PROBE Reading Tests, e-asTTle Writing Assessments, Maths & Science Unit Tests, Inquiry Rubrics, teacher-made assessment tools that assess learning against specified Learning Intentions (WALTs) based on the Learning Progressions
- Online tracking using SPOTLIGHT (see above)

Individualised Programmes

As already mentioned, a number of students in Tiwai have Action Plans. As much as possible, these programmes are modified versions of the main classroom programme. However, sometimes this is simply not possible, and teachers need to develop a completely different plan. While IEPs are in place for funded students, Action Plans (APs) are written for students who may be achieving a year or more below the expected curriculum level. This will usually just be in one or two curriculum areas. The core classroom programme is differentiated to meet the needs of students who have challenges as well as those who need extending.

NEG 7

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

This section could include:

- Examples of programmes catering for GATE.
- Examples of programmes catering for students with specific learning needs.
- A new initiative, this year, is that Vicki Morris, in her role as SENCo, is scheduling time to work one-to-one with students who have identified, significant learning needs. An example of this would be Vicki working with a Tiwai student who is highly dyslexic and whose decoding ability is still back at working on letter patterns representing long vowel sounds.
- GATE students are catered for within the classroom learning programme through differentiation of tasks and/or extension/enrichment learning tasks. In Mathematics this would look like a small group of students working ahead of their peers (although still on the same topic) on more complex learning tasks that require higher level thinking and skills. A similar approach is used in Reading, with students working on additional, more challenging tasks related to a novel study e.g: researching historical background in relation to the setting and independently producing a news article reflecting findings. In Writing, GATE students are stretched with higher expectations in terms of text structures, and complexity of ideas. Inquiry offers natural extension, as investigative questions posed for Inquiry by the GATE student will be deeper and more complex, as will be the findings.
- WALTs being readied for use on SPOTLIGHT are being constructed so that they can direct just this kind of differentiation, with students able to aim for a similar WALT at a higher level, requiring a significantly higher level of thinking and competency to achieve. The first of these WALT progressions have been created in Mathematics and will be trialled this Term. WALT progressions for Reading are still being refined, before trialling.

NEG 9

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

This section could include:

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

Tiwai students are intentionally taught Te Reo. Achievement Objectives of the NZ Te Reo Curriculum, Level 1 & 2 are being taught – examples being pronunciation of vowels and consonant blends, greetings, simple instructional phrases and affirmations, days, months, and simple sentences. Te Reo vocabulary is displayed in classrooms. Education Perfect, an online Te Reo language learning programme is being used. Students learn waiata both in class worship times and in Music. Students prepare and present their mihi to the class.

NEG 10

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

This section could include:

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

Learning programmes include planning that includes Maori worldview and the bicultural heritage of NZ. Examples of this would include such things as learning about the different aspects of Matariki, Te Tiriti o Waitangi, early Maori migration to NZ, and Inquiry questions that include Maori perspectives related to the topic under investigation.

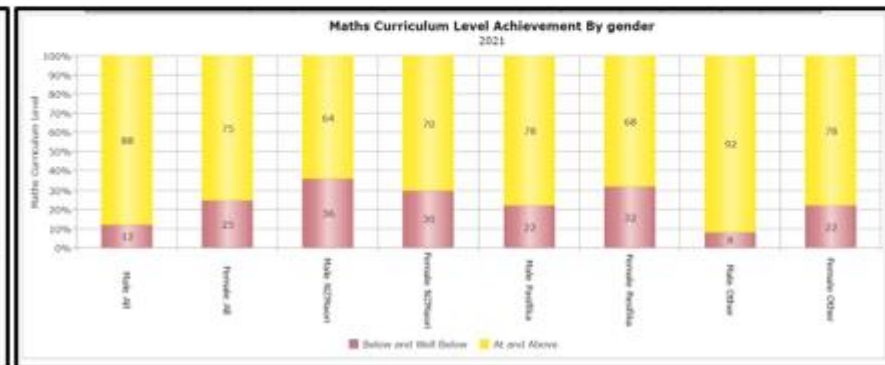
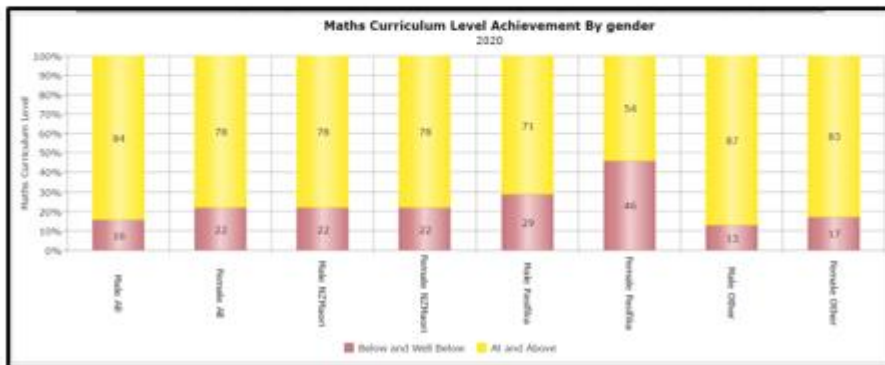
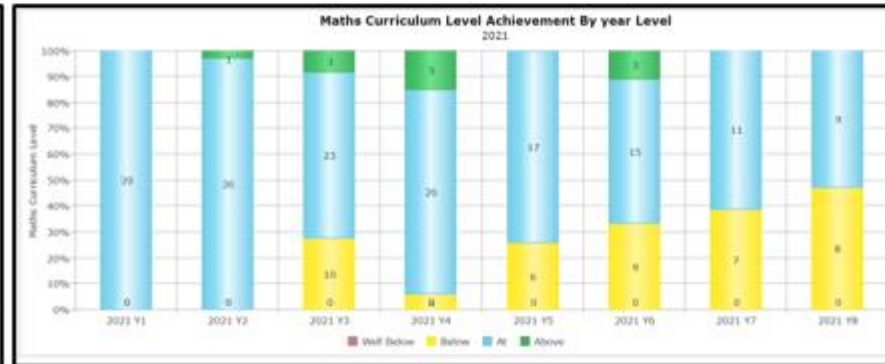
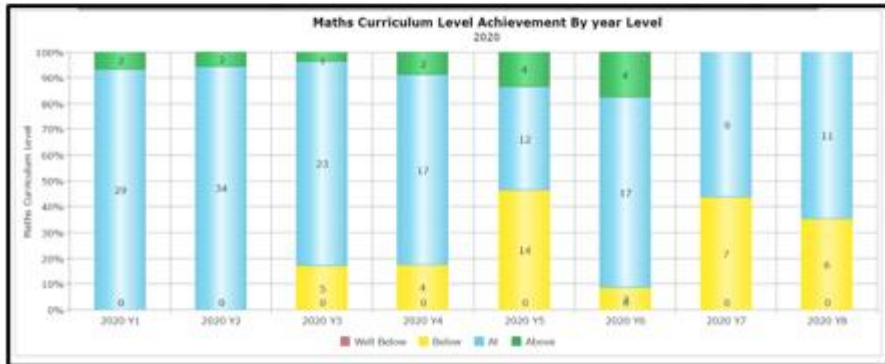
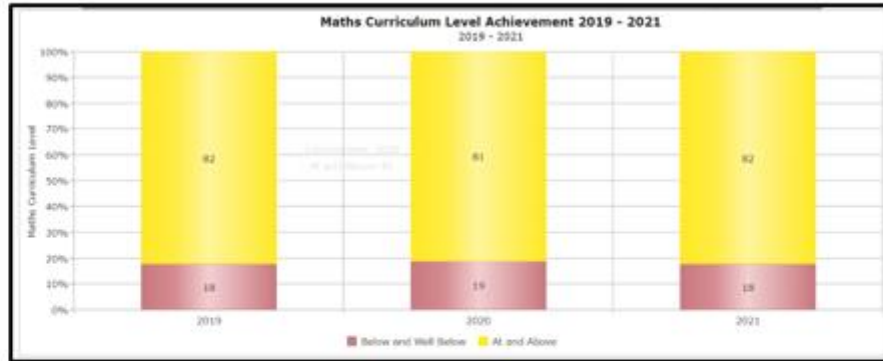
Charmaine Stoffels, who leads the Kapa Haka, has brought in Paula Laopo who is from her local church. While her iwi affiliation is Ngati Porou (i.e. not local), she has been a wonderful source of information and support for Kapa Haka and Te Reo. The school is seeking greater connections with local iwi through Maori parents within the school community and a Marae visit is planned for Term 4. Hui with Maori parents provides insight into whanau expectations for Maori to learn as Maori; Charmaine participates in these hui and provides leadership in this area within the Tiwai team.

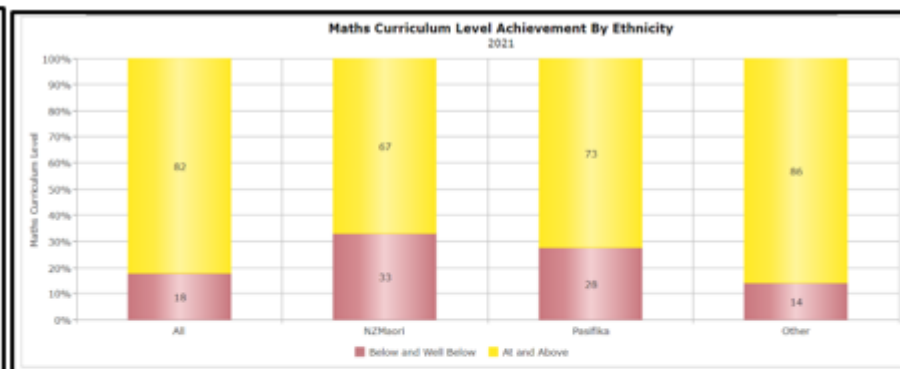
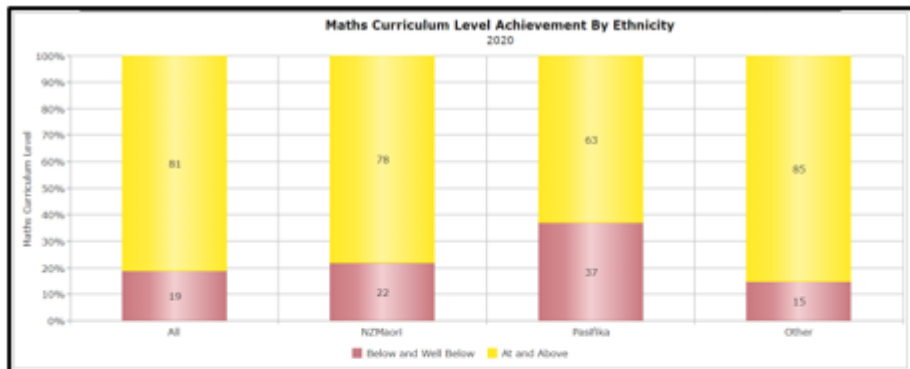




CURRICULUM LEVEL ASSESSMENT DATA Mid-Year 2021

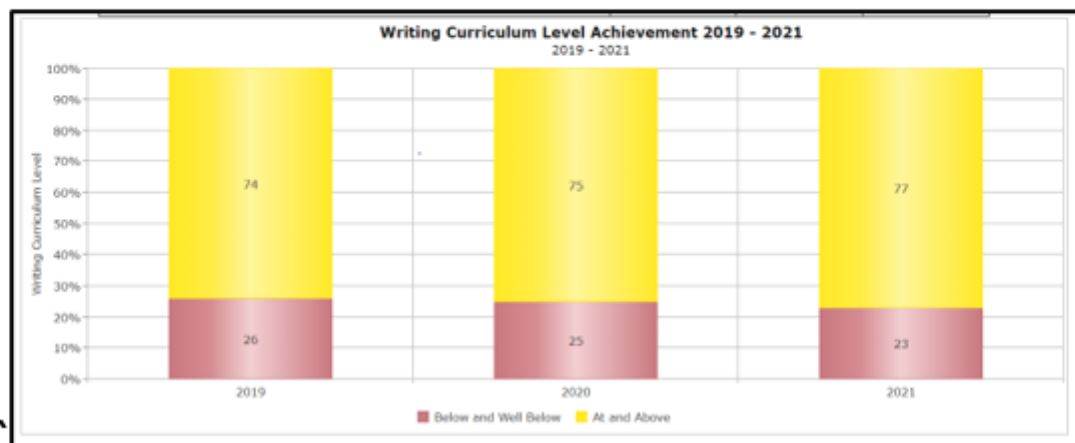
Mathematics Curriculum Levels Term 1 2020- 2021

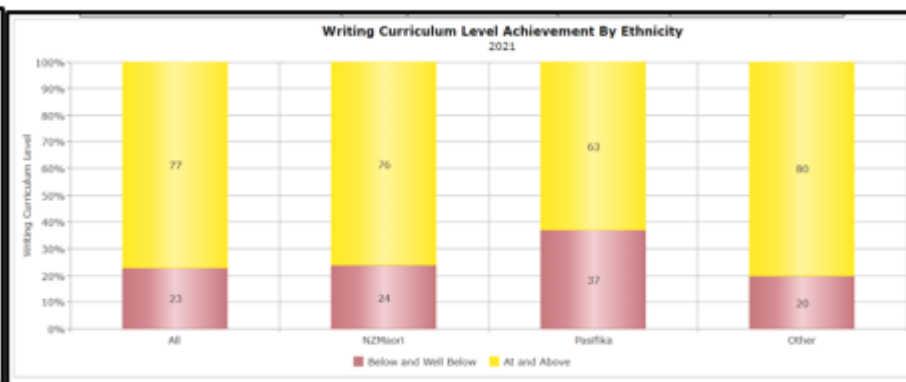
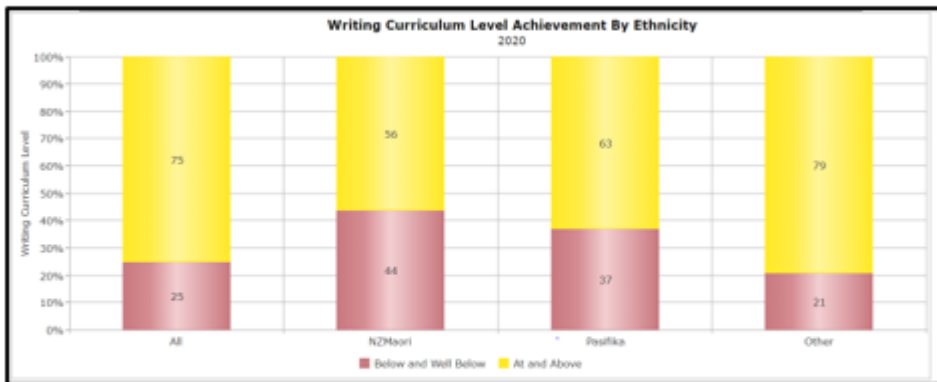
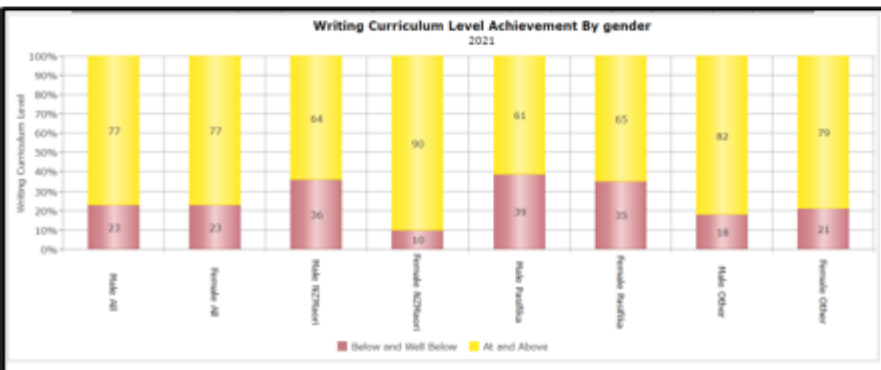
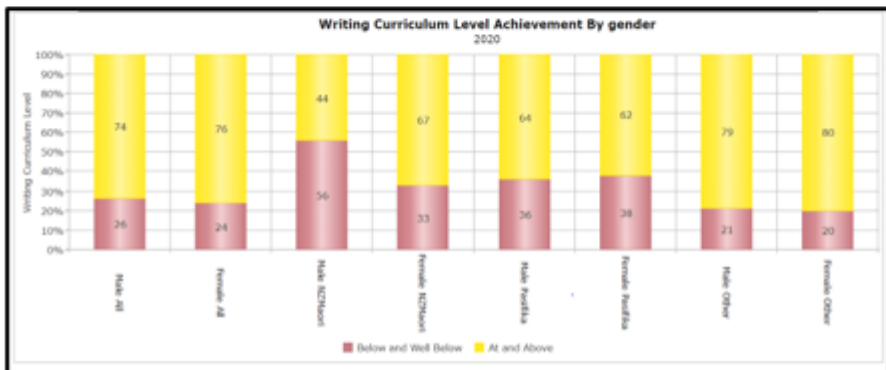
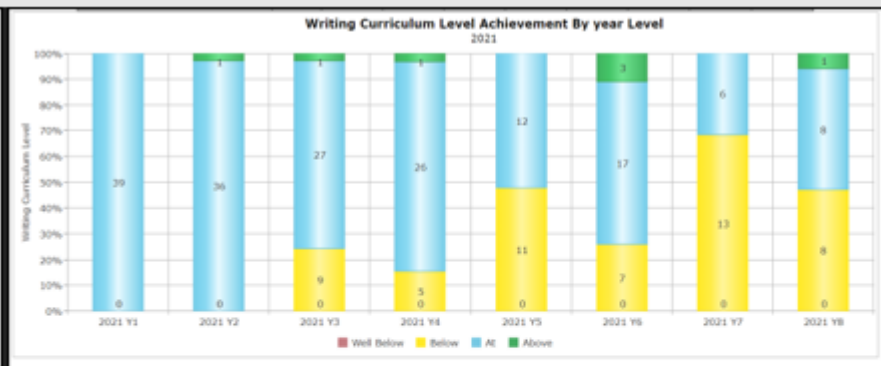
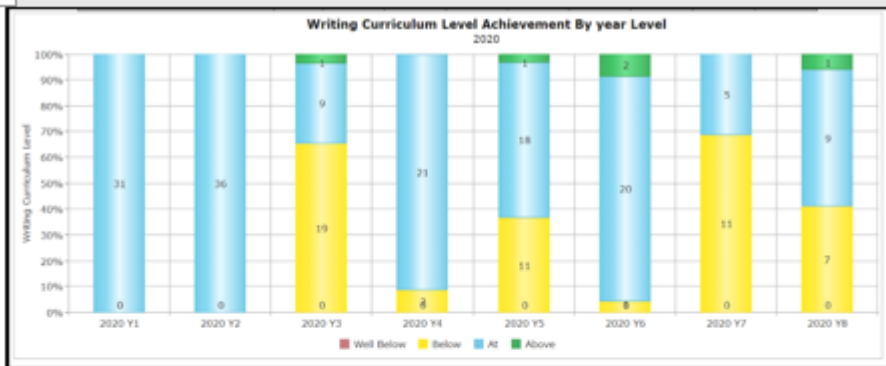




Summary Mathematics Curriculum Levels Term 1 2020- 2021	
Areas of strength	Overall, the Mathematics curriculum level achievement results are <u>similar to</u> previous years. The Year 6 cohort, (Yr. 5 in 2020) and Year 4, (Yr. 3 2020) have shown an improvement with less students achieving below the expected curriculum levels and a greater number of students achieving at or above expectation. There has been an improvement in the achievement results of the Pasifika students with a greater number achieving the expected curriculum levels when compared with Term 1 2020.
Areas for improvement	The Maori and Pasifika students are doing less well when compared with the <u>school as a whole</u> . There are too many students achieving below the expected curriculum levels.
Plan of action	All students who are achieving below the expected curriculum level have an Action Plan. Interventions involve small group teaching and small group intensive teaching outside of the classroom. Where outside agencies are <u>involved</u> students have an Individual Education Plan which is worked out with parents, teachers and outside agencies. A review of Prime Maths is being conducted looking at specific areas e.g., assessment and the teaching of strand maths which comprises of measurement, geometry and statistics. An inquiry is being carried out to investigate the efficacy of Prime Maths for students who require learning support. The Pasifika Homework centre is running for 4 days a week in the afternoons to help raise the achievement of Pasifika students.

Writing Curriculum Levels Term 1 2020- 2021

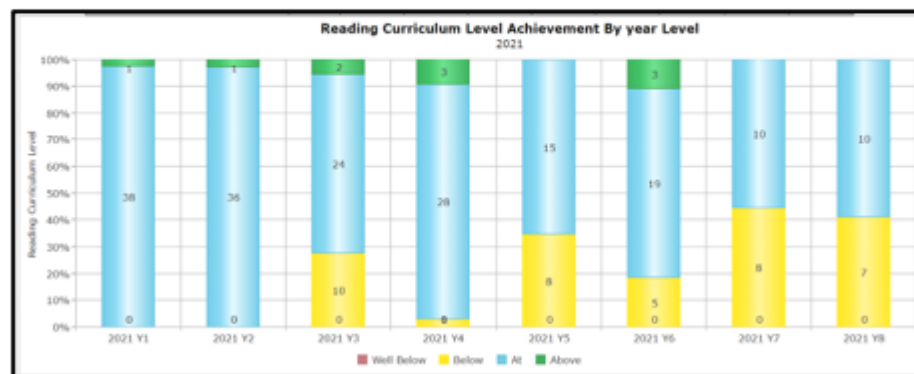
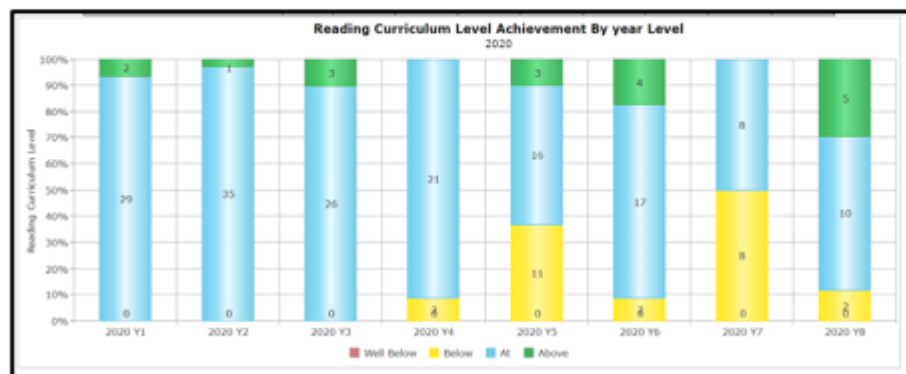
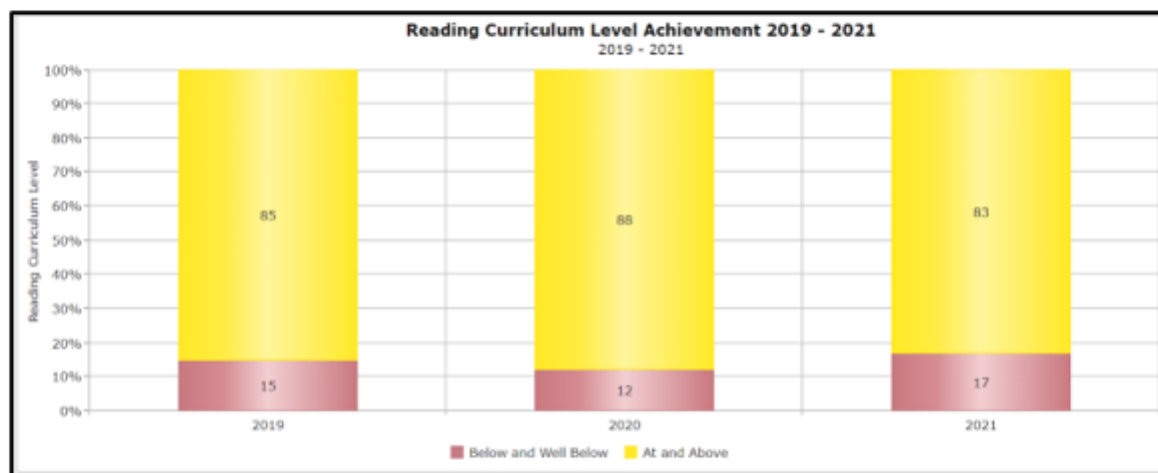


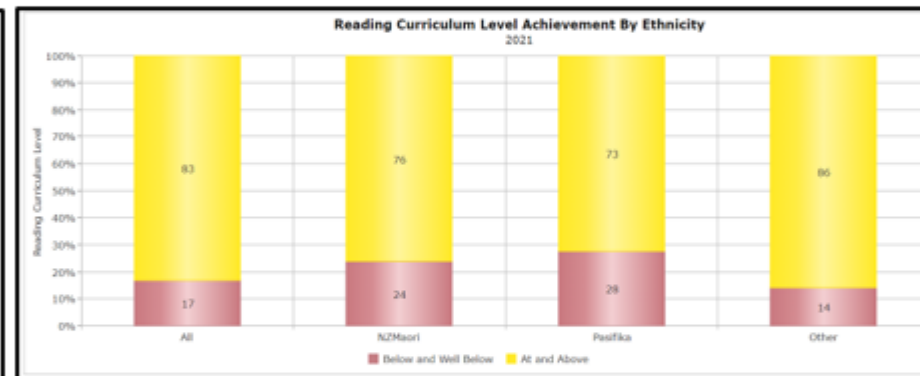
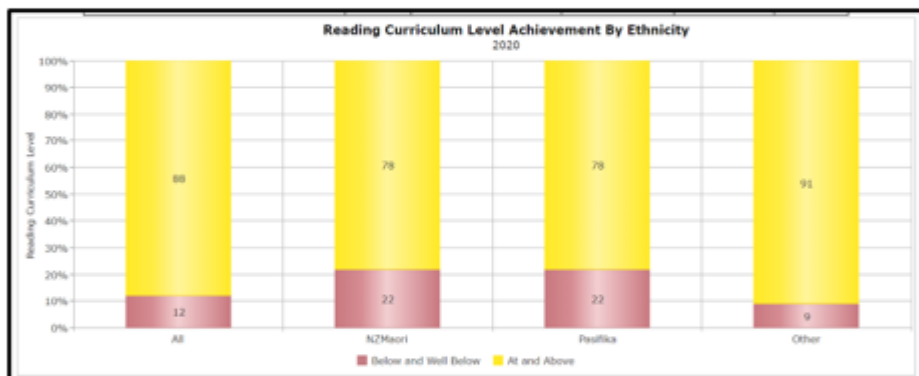
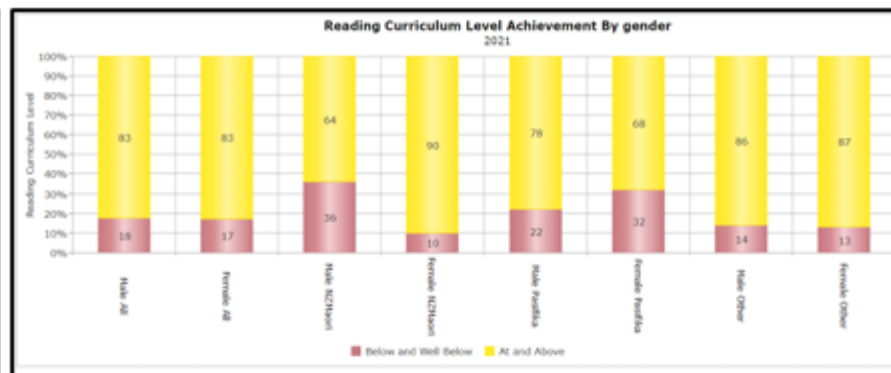
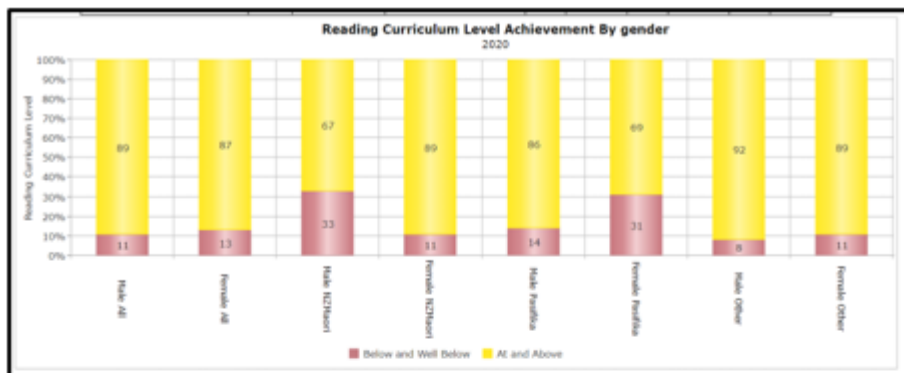


Summary	
Areas of strength	Writing Curriculum Levels Term 1 2020-2021
	Overall, the writing curriculum level achievement results are slightly higher than previous years. The Year 4 cohort of students, (Year 3 in 2020) the Year 6 students, (Year 5 in 2020) and the Year 8 cohort, (Year 7 in 2020) have made good progress with less students achieving below expectation and a greater number achieving at or above expectation. A greater number of Maori students are achieving at expectation than last year in Term 1.

Areas for improvement	The Pacifica students, as a group, have not made progress with the same number achieving below the expectation. The Year 5 cohort of students, (Year 4 in 2020) and Year 7, (Year 6 in 2020) are not achieving as well in 2021 as they did in 2020, with a greater number of students achieving below expectation.
Plan of action	All students who are achieving below the expected curriculum level have an Action Plan. Interventions involve small group teaching and small group intensive teaching outside of the classroom. Where outside agencies are involved, students have an Individual Education Plan which is worked out with parents, teachers and outside agencies. An inquiry is being carried out to investigate the efficacy of Google Read and Write for students who require learning support. The Pacifica Homework centre is running for 4 days a week in the afternoons to help raise the achievement of Pacifica students. There are parent workshops run at the Talanoa Fono once a term.

Reading Curriculum Levels Term 1 2020-2021





Reading Curriculum Levels Term 1 2020-2021	
Summary	
Areas of strength	The Year 6 cohort of students, (Year 5 in 2020) has shown progress, with a greater number of students achieving at the expected curriculum levels and less achieving below expectation.
Areas for improvement	The school, as a whole , is doing slightly less well in reading when measured against the curriculum levels than in the previous two years. There are a greater number of Year 3 students, (Year 2 in 2020) Year 5, (Year 4 in 2020) and Year 7, (Year 6 2020) achieving below expectation. Maori and Pasifika students are doing less well, as a whole when compared to the rest of the school.
Plan of action	All students who are achieving below the expected curriculum level have an Action Plan. Interventions involve small group teaching and small group intensive teaching outside of the classroom. Where outside agencies are involved, students have an Individual Education Plan which is worked out with parents, teachers and outside agencies. An inquiry is being carried out to investigate the efficacy of Google Read and Write for students who require learning support. The Pasifika Homework centre is running for 4 days a week in the afternoons to help raise the achievement of Pasifika students. There are parent workshops run at the Talanoa Fono once a term.



SCHOOL TARGETS 2021

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.



Family Movie Night

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"> Collaboratives 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.