

A photograph of a school workshop. In the foreground, two boys in teal polo shirts are working at a workbench. One boy is using a hand saw to cut a piece of wood. In the background, another student is sitting on a blue stool, and there are various tools and equipment on the workbenches.

# Jireh Christian School Strategic Plan 2022 - 2024

# JIREH CHRISTIAN SCHOOL

Strategic Plan  
2022 - 2024

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

Our Vision



Our student outcomes

## Goals

1. Grow achievement with a focus on priority learners

2. Developing Staff Capabilities

3. A growing Christian School of choice

## Strategic Initiatives

- Develop and embed a whole school approach to ESOL learning
- Implement the Pasifika Education Action Plan
- Strengthen the learning environment and connections for Maori learner success

- Grow leadership capability
- Enable and equip staff to deliver a programme of excellence
- Embed the Student Outcomes and Key Competencies in all learning

- Create pathways for Christian Education to be accessible
- Create a vibrant Makerspace with a dynamic programme
- Work with the proprietor/ stakeholders to develop the school to accommodate growth

## Success

Pasifika, ESOL and Maori students are achieving academic success.

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

School roll growth with more stimulating learning spaces

Our Values



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

## Three Year Overview 2022 - 2024

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

## Strategic Goal 1 Academic Success for All Learners Annual Plan 2023

### 3 Year Success Metric:

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

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

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

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

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

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

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
1.1 Develop and embed a whole school approach to ESOL learning	The ESOL whole school plan forms part of the induction of new staff.	LoL Personnel Officer	Term 1 - 4	\$1 800	A documented plan detailing the co-ordinated approach	
	ESOL Principals form part of the planning document	Teachers, ESOL team, Within School Leaders	Term 1 - 4		The plan is being embedded across the school.	
	Regular meetings are set up on Friday mornings between the teachers, learning support and ESOL team to ensure the needs of the ESOL students are being addressed, making adjustments to the programme as needed	Teachers, ESOL team, Within School Leaders	Term 2 - 3		The Plan is embedded and the achievement of ESOL students is continually improving.	
1.2 Implement the Pasifika Education Action Plan	Develop a common understanding of how the PEAP is being implemented at JCS	Principal Teachers	Term 1		Staff have a common understanding of how the Pasifika Education Action Plan is implemented at JCS.	
	Implement actions from the plan across the school	SMT and teachers	Term 2 - 4		A number of actions implemented as part of life at JCS.	
	Meet regularly to gain whānau voice and to report on actions taken and progress being made.	BoT- Pasifika representative Pasifika task force - whānau Principal	Term 1 - 4	Fono Talanoa- \$2000	Good working relationship with parents to help facilitate student success	
1.3 Strengthen the learning environment and connections for Māori learner success	Arrange a visit to a local Marae where students and staff can learn the Whakapapa of Te Whau	LoL- te Reo and Te Ao Māori, Principal	Term 1	\$800	Students and staff learn about the whakapapa of Te Whau - relationship developed between school and the marae to facilitate annual visits for staff and students.	
	PLD for kaiako and rangatahi to gain confidence and improve their Te Reo Māori Write a school pepeha and haka which comes out of te Whau whenua	LoL- Te Reo Māori- PLD Whakamānawatia te reo Māori	Terms 1 - 4	\$5000	Staff and students can speak some Te Reo Māori with confidence. Staff and students know the school pepeha and haka	

## Strategic Goal 2 Developing Staff Capabilities Annual Plan 2023

### 3 Year Success Metric:

2.1 Survey form % of high strengths increases each year

2.2 % of students are achieving at or above the curriculum levels in writing \* 2022- 70% \* 2023- 75% \* 2024- 80%

2.3 JCS Graduate Progress Profile shows individual progress

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
2.1 Grow leadership capability	LoLs frame an inquiry using the Leadership Capabilities Framework on OneNote. This will form part of the Professional Growth Cycle	Principal LoL	Term 1	\$3000	LoL inquiries are specific and relate to best practice for school improvement and leadership development, as described by the Leadership Capabilities Framework	
	LoLs meet with the Principal to discuss the inquiry and next steps	Principal LoL	Term 1		Teaching and learning programmes and leadership capabilities are continually improving.	
	Inquiries carried out with check-ins with the Principal.	Principal LoL	Term 2 – 4	\$10 000	Leadership is developed across the school	
	SMT participate in the Aspiring Growth Culture programme. Principal and DP participate in the Executive National Principal's Growth Culture programme.	SMT Principal and DP	Term 1 - 4			
2.2 Enable and equip staff to deliver a programme of excellence	Teachers become acquainted with the NZC refresh for Maths and English	Teachers Principal	Term 1, TOD	\$500	Teachers know what the Maths and English NCS refresh looks like	
	Teachers revamp the Maths and English curriculum in line with the NZC refresh		Term 3 TOD		The English and Maths curriculum is developed across the school ready for implementation by 2026.	
	Teachers have PLD for writing - Writers Toolbox	Writers Toolbox facilitators Teachers	Term 1 - 4	Government Funded PLD	Improved teachers' literacy capability to raise student achievement	
	Students Year 4 - 8 use the online platform for Writers Toolbox	Writers Toolbox facilitators Teachers	Term 1 - 4		Increased student achievement in writing	
	The learning progressions for each core learning area are unpacked. Teachers work with others in a team, at the levels they teach.	LoL Teachers D.P.	Term 1 - 2		Teachers know and understand the learning progressions for their level.	
	The learning progressions are incorporated into planning and assessment for reading, writing and mathematics	LoL Teachers D.P.	Term 3 - 4		Planning and assessment are done in alignment with the learning progressions	
	The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics.	LoL Teachers D.P.	Term 3 - 4		A common understanding is demonstrated through moderation.	
A consistent writing programme is developed				There is a consistent writing programme across the school.		
2.3 Embed the Student Outcomes and Key Competencies in all learning	Teachers have a think tank around the future focussed dispositions that will allow for success.	Principal, D.P. Teachers	Term 2	\$300	Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world	
	Teachers work through a book together looking at key competencies	Principal, D.P. Teachers	Term 2 - 4			

## Strategic Goal 3 A Growing Christian School of Choice Annual Plan 2023

### 3 Year Success Metric:

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

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the BoT
3.1 Create pathways for Christian Education to be accessible	Set up a Trust to facilitate giving a greater number of students the opportunity to access Christian Education	Principal and Trustees	Term 2 - 3	\$500	Jireh Hope - A Charitable Trust set up	
3.2 Create a vibrant Makerspace with a dynamic programme	Visit school Makerspaces around Auckland	D.P. Principal Specialist Makerspace teacher	Term 3		Gain a better understanding of the ways in which Makerspaces can be used for rich learning	
	Research school Makerspaces around the world	Principal Specialist Makerspace teacher	Term 4			
	Using the current curriculum, look at ways Makerspace learning could enhance the programme	Principal Specialist Makerspace teacher	Term 4		Integrate Makerspace learning into aspects of the curriculum	
	Employ a Makerspace specialist	Makerspace teacher	Term 1		STEAM learning programmes are delivered to students Years 3 - 8	
3.3 Work with the proprietor/stakeholders to develop the school to accommodate growth	Research and visit purpose-built learning spaces	D.P. Principal Proprietor	Term 1		A clear idea of what JCS might be in the future in terms of size, year levels and pedagogy	
	Plans drawn up	Proprietor	Term 2 - 4		Plans drawn up	

# Service Leadership Arts Mission Sport

SLAMS

## Our Co-curricular Programme Strategic Initiatives for 2022 - 2024

- Service** In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through links with Community Service Groups. In 2023 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'. Dedicate time to serving in the community. This can become an annual event, serving different areas of need in the community from helping people to cleaning up local creeks. Helping prepare and serve lunches and performing at the Christmas concert, partnering with Feed the Streets Avondale.
- Leadership** **2023** - Year 7 & 8 Leadership Programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. House Captains, Head boy and Head girl, continue to embed the fortnightly leadership opportunities.
- Arts** **2023** – Continue to develop the performing arts in the areas of music, dance and drama. Allowing for platforms and opportunities to show case these arts in assemblies, Grandparents Day, Awards Ceremonies, Language Weeks and Cultural Weeks and other functions the school has. Organise a flash mob to perform at school family BBQs.
- Mission** **2022 - 2024** - Supporting TEAR Fund child  
**2022** - Market Days for mission fundraising- Asian Outreach  
**2022 - 2024** - Perform at the "I Love Avondale Christmas Party"
- Sport** **2022 – 2024** - Work closely with ACS to organise and participate in Sports events.  
**2022 – 2024** - Increased involvement in local sports cluster – the Whau Sport Waitakere  
**2022 – 2024** - Run Health and Active programmes enhancing Wellbeing through Sport Waitakere  
**2023** - After school sports teams in a variety of sports.

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

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

<b>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The Jireh Way and Values express the intrinsic worth of each child, made in the image of God.</li> <li>- 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.</li> </ul>
<b>Have high aspirations for every learner and ākonga 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</b>	<ul style="list-style-type: none"> <li>- Parents are consulted as Pasifika, Māori, 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 Māori and Pacific Island respectively and online surveys.</li> <li>- Māori whānau have developed a rubric for Māori learners' success as Māori 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 Māori in the day-to-day life of the classroom and school.</li> <li>- Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning.</li> <li>- A new history curriculum has been developed in 2022 to be fully implemented in 2023. It will include local history and the history of Christianity, which is part of the special character of JCS.</li> <li>- The Pasifika Education Plan was introduced to staff in 2022 and through consultation with Aiga at Fono and staff an action plan will be developed in 2023 and embedded in 2024.</li> </ul>

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

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

<b>Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- The Senco, together with the teacher, establish who the students are 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.</li> <li>- 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.</li> <li>- Students have access to counselling at school.</li> <li>- 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.</li> <li>- ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student's exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.</li> </ul>
<b>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</b>	<ul style="list-style-type: none"> <li>- The Homework Centre employs 2 teachers to work with groups of students, helping them with numeracy and literacy.</li> <li>- 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. ESOL is also a main focus of the Kahui Ako. The 7 ESOL principles are being embedded in the learning programme.</li> <li>- Staff are doing Te Reo Tuatahi programme (2022 - 2024). This PLD leads into the classroom through tikanga and te Reo Māori lessons.</li> </ul>



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

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

<b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b>	<ul style="list-style-type: none"> <li>- Teachers have PLD around tikanga Māori and Te Reo. This learning is applied in the classroom. What is learnt and done in class is also informed by the termly korero whānau hui.</li> <li>- Teachers use the cultural competencies as found in Tataiko and Ka Hikitia.</li> <li>- An annual trip to a local Marae is planned.</li> </ul>
<b>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Teachers are using the school’s local Professional Growth Cycle to ensure constant growth and improvement, through collaborative PLD, reflection and buddy coaching.</li> </ul>

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

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

<b>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work</b>	<ul style="list-style-type: none"> <li>- Whānau come into school and contribute to inquiries in their field of expertise, as appropriate.</li> <li>- Students explore primary, secondary and service industries and how all contribute to society in inquiries over a 3-year cycle.</li> <li>- A future initiative for intermediate students will be to spend a day in a workplace of their choice.</li> </ul>
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# KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES:

## WELLBEING

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

School-wide climate and practice	Increase the positive student experience each year.
Teaching and Learning	Increase the positive teacher-student engagement levels each year
Community Partnership	Increase the community partnership statistics levels each year
Pro-social student culture and strategies	Increase the positive manner in which staff and students relate to each other each year
Maintain an anti-bullying culture	Decrease any anti-social behaviour levels each year

## LEARNING SUPPORT

To raise the overall achievement of all ELL students.

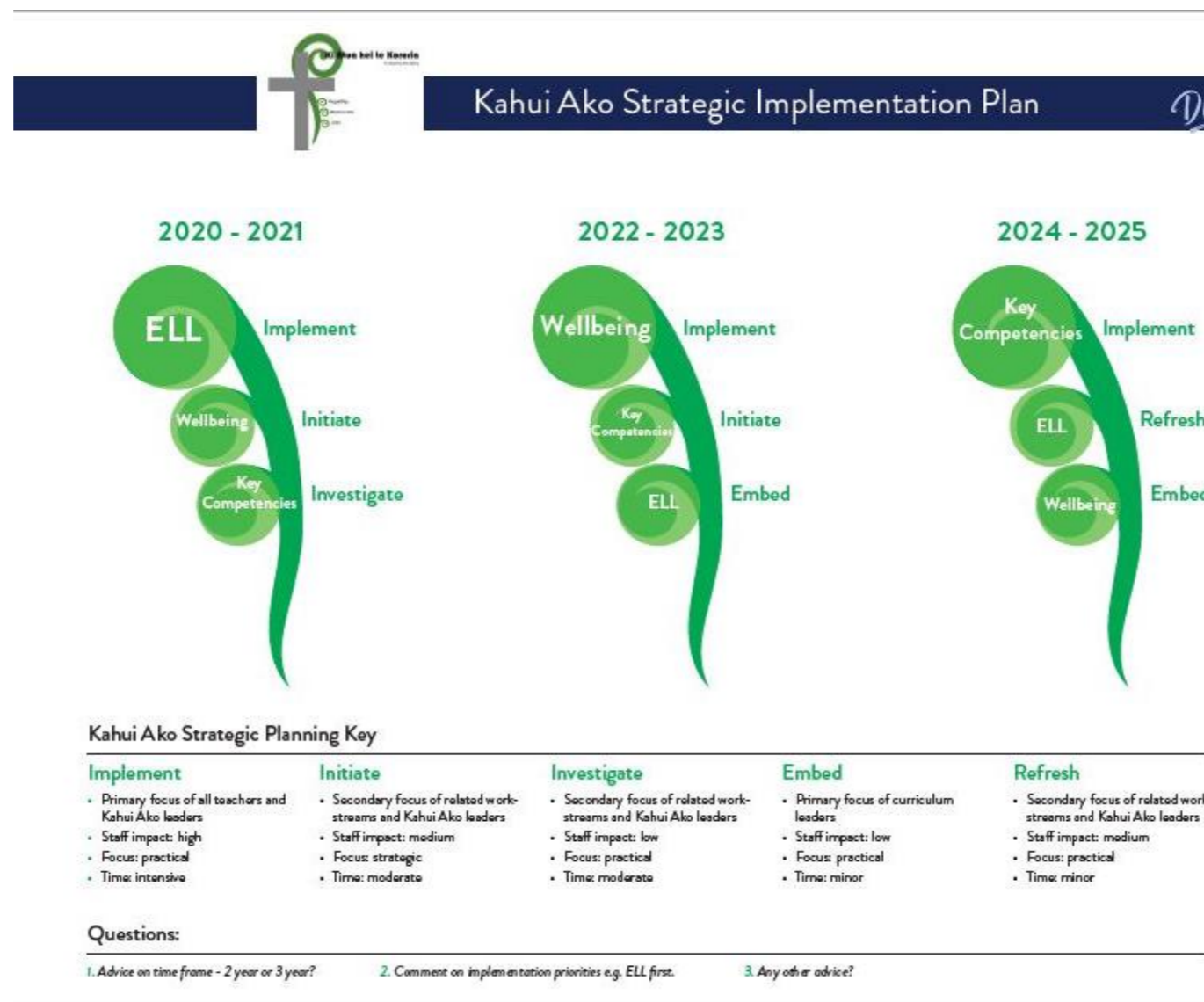
At risk students improve in literacy and numeracy results in their diagnostic assessment each year.

## KEY COMPETENCIES

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

School to develop key competencies in conjunction with the graduate profile - JCS Valued Outcomes.

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



## ANALYSIS OF VARIANCE 2022

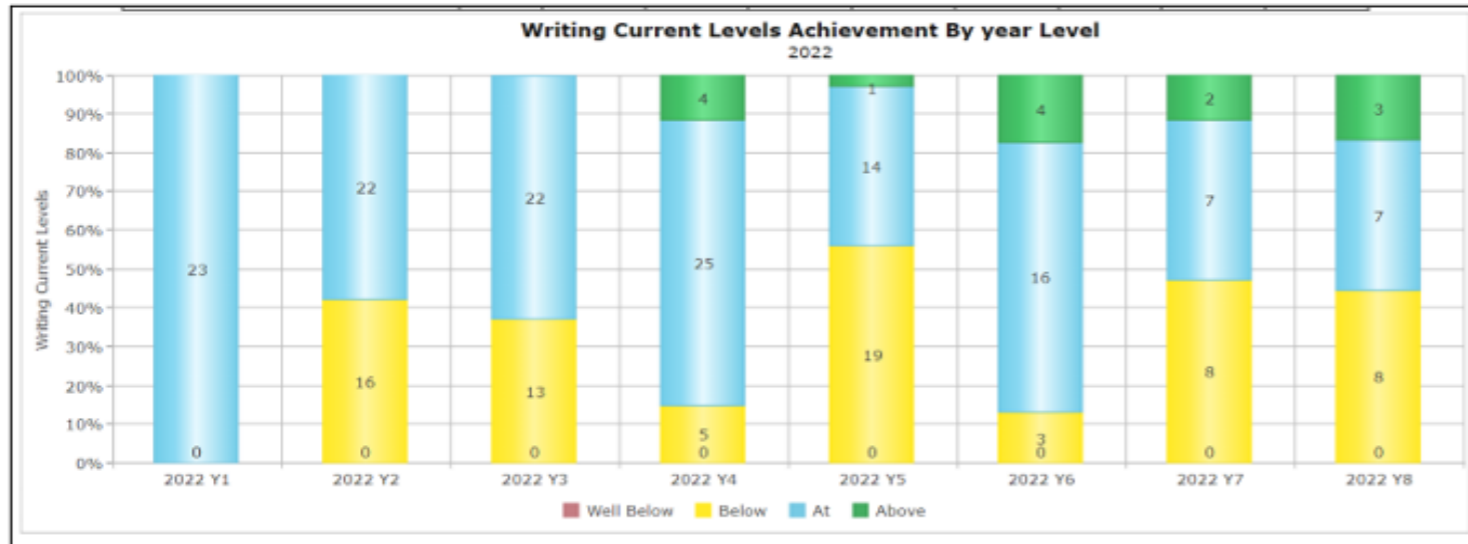
### Jireh Christian School Achievement Targets 2022

<b>Curriculum Areas:</b>	Writing
<b>Key Competency:</b>	Using Language, Symbols and Texts • Interprets and uses words, understanding their impact on the audience.
<b>Baseline Data:</b>	Overall Teacher Judgements in curriculum levels, using the writing progressions Writing samples Term 1, 2022 and Term 1, 2023
<b>Strategic Goal:</b>	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing in Years 2 - 8 by 5% from Term 1, 2022 to Term 4, 2022

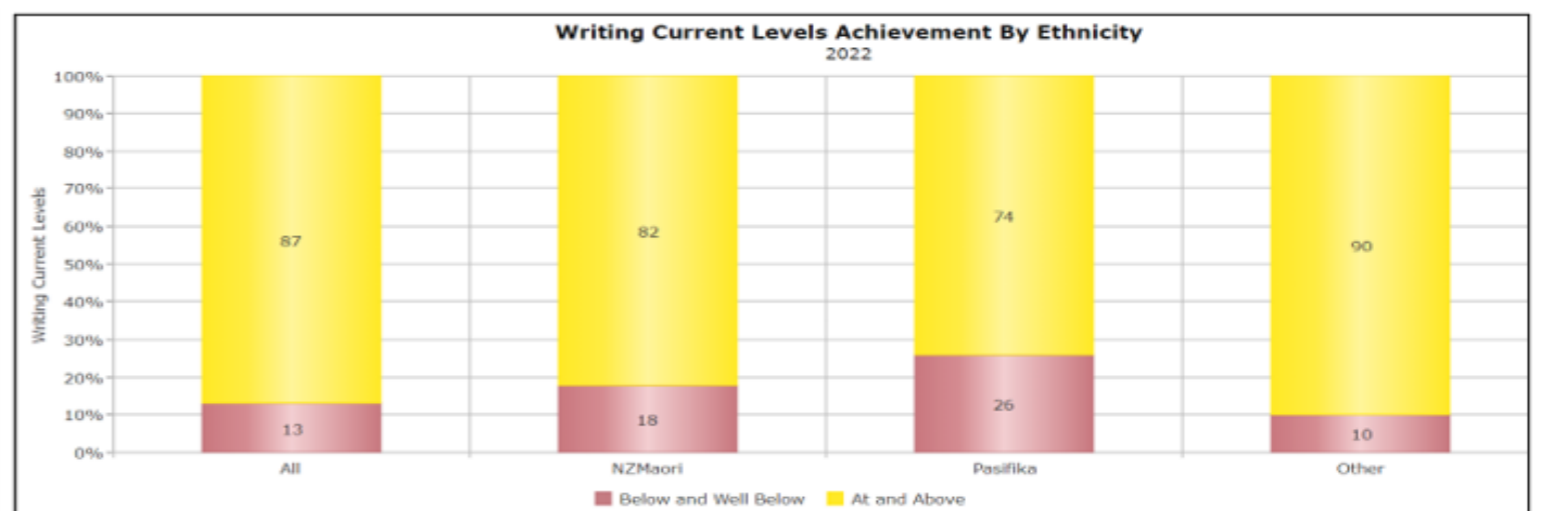
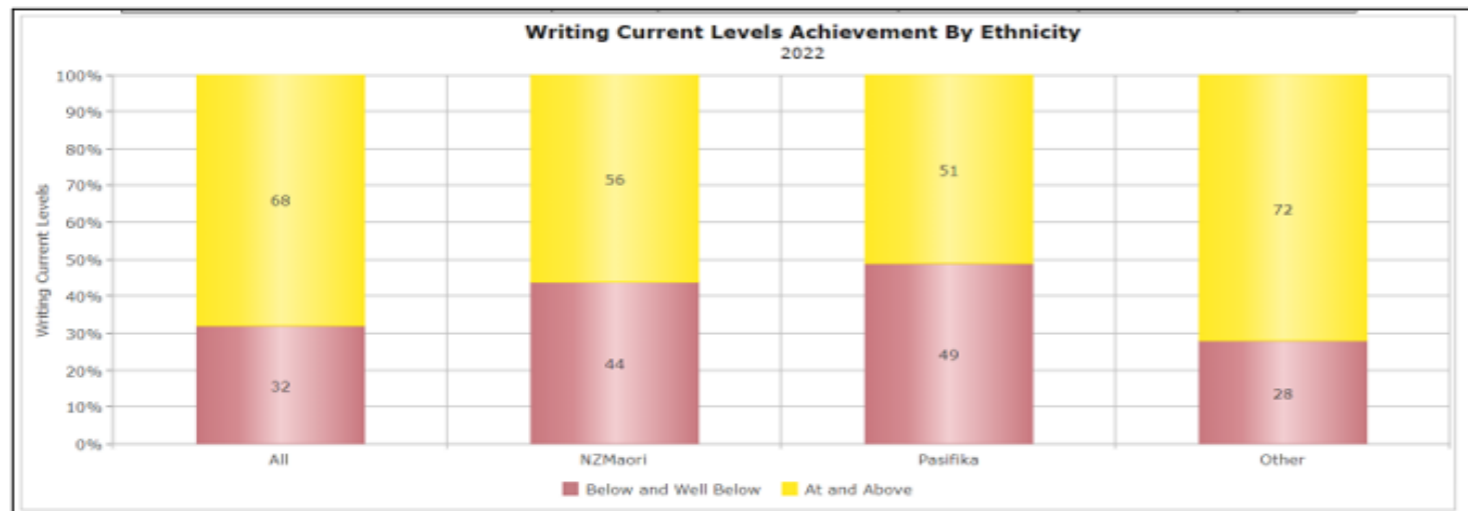
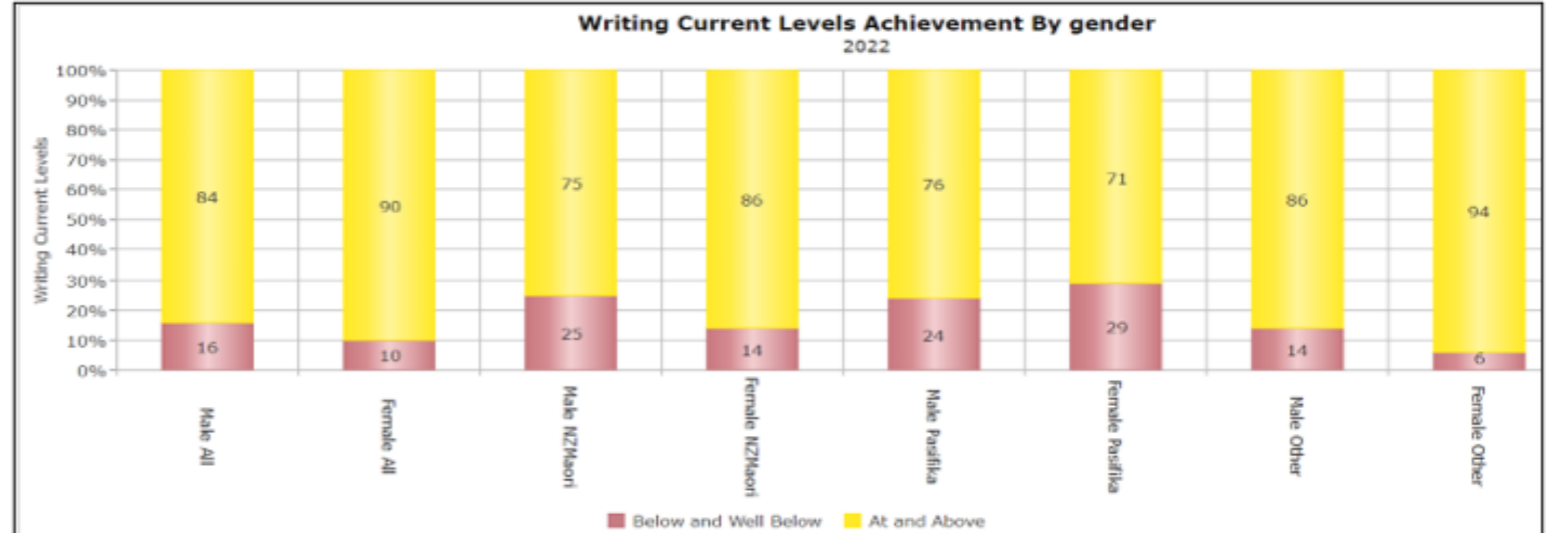
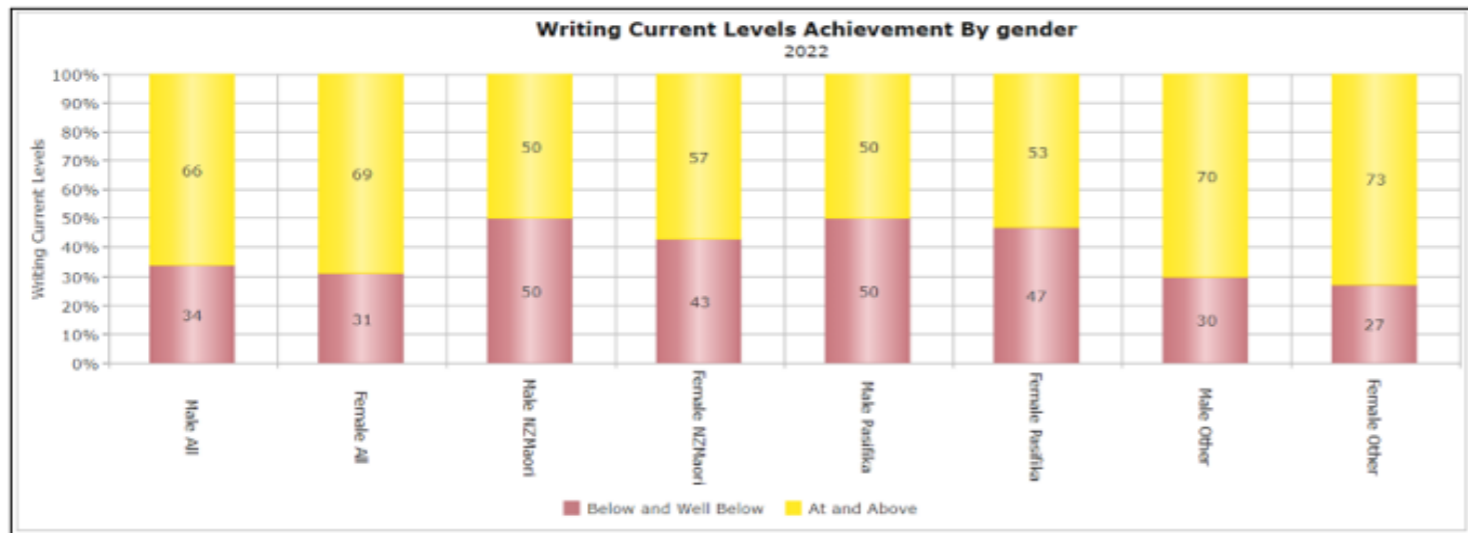
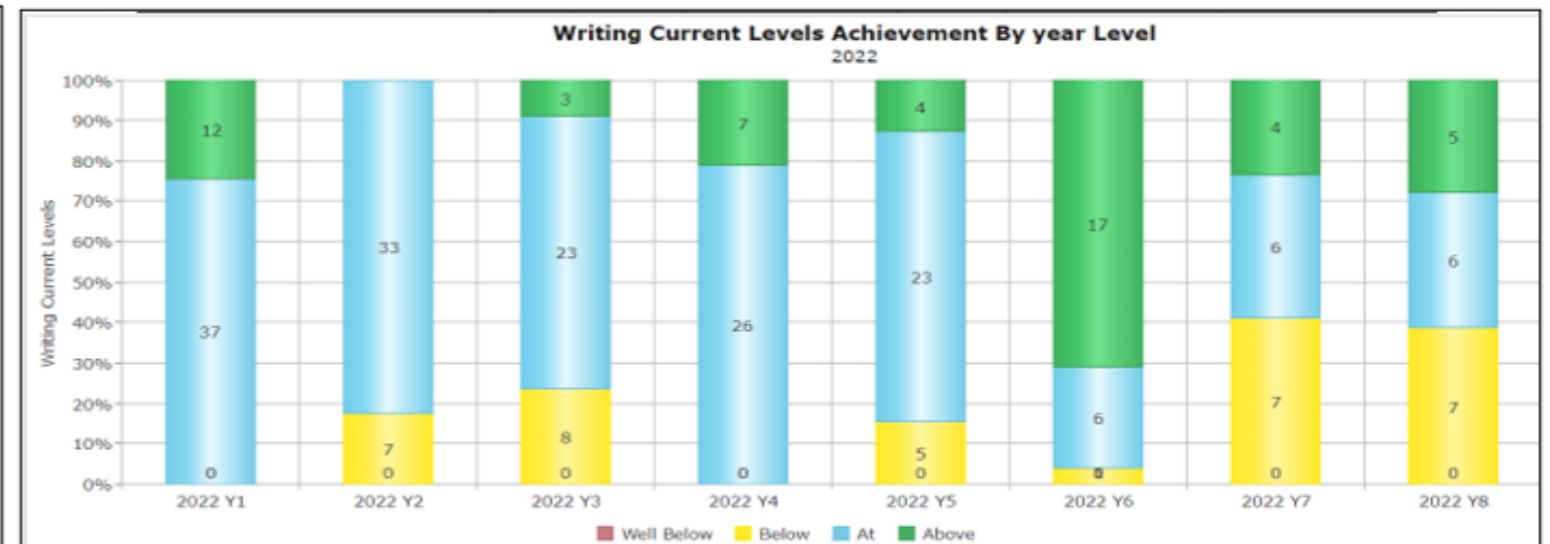
Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	<ul style="list-style-type: none"> <li>Willingly and confidently share with colleagues.</li> </ul>
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"> <li>Leaders of Learning meet specifically to monitor progress of target students.</li> <li>Meetings will be held at the end of term with each Learning Area to discuss progress of focus students.</li> <li>There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.</li> </ul>
The Leader of Literacy will inquire into teacher practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>Teacher goals set.</li> <li>Teaching as inquiry will be used to record progress against these goals with a focus on student achievement.</li> </ul>
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> <li>These will be written for all Priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> </ul>
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> <li>Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of Learning/all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> <li>To analyse data, effective teaching and to share good practice</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>There will be a rigorous moderation process.</li> <li>There will be critical analysis of data and rigorous tracking of target students.</li> </ul>
All students and teachers will be part of the Writers Toolbox PLD. This takes place 18 times a year with workshops, coaching and an online tool for Years 5 - 8	Writers Toolbox facilitators Teachers Leader of Learning - Writing	2022 - 2024	<ul style="list-style-type: none"> <li>2022 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction.</li> <li>Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions.</li> <li>Teachers experimenting with and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD</li> <li>A positive shift in attitude towards writing, in both students and teachers.</li> </ul>
<b>2022/2023 - Planning</b>			
<ul style="list-style-type: none"> <li>Students will use progressions to inform next learning/goal setting.</li> <li>Student agency will be developed.</li> <li>There will be clarity and understanding of writing progressions and curriculum level expectations.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers and students will continue to be part of the Writers Toolbox PLD over the next 3 years.</li> <li>Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.</li> </ul>	

# Progress Achievement 2022 – Writing

## Term 1



## Term 4



### Writing Achievement data 2020 Summary:

There has been an improvement in the achievement of writing across all Year levels in 2022. In Term 1, 68% of students were achieving at or above the expected curriculum levels and this increased to 87% in Term 4. The boys, as a whole, are achieving slightly less well than girls in the area of writing. The Māori and Pasifika students have made significant progress, with more achieving at or above the expected curriculum levels by the end of the year.

# ANALYSIS OF VARIANCE 2023

## Jireh Christian School Achievement Targets 2023

<b>Curriculum Areas:</b>	Writing
<b>Key Competency:</b>	Using Language, Symbols and Texts • Interprets and uses words, understanding their impact on the audience.
<b>Baseline Data:</b>	Overall Teacher Judgements in curriculum levels, using the writing progressions Writing samples Term 1, 2022 and Term 1, 2023
<b>Strategic Goal:</b>	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing Years 2-8 by 5% from Term 1 2023 to Term 4 2023 as per the Strategic Plan

Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	<ul style="list-style-type: none"> <li>Willingly and confidently share with colleagues.</li> </ul>
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"> <li>Leaders of Learning meet specifically to monitor progress of target students.</li> <li>Meetings will be held at the end of term with each Learning Area to discuss progress of focus students.</li> <li>There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.</li> </ul>
The Literacy Team will Inquiry into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>Teacher goals set.</li> <li>Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Literacy Team's leadership goal as framed by the Leadership Capabilities Framework.</li> </ul>
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> <li>These will be written for all Priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> </ul>
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> <li>Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of learning/all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> <li>To analyse data, effective teaching and to share good practice</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>There will be a rigorous moderation process.</li> <li>There will be critical analysis of data and rigorous tracking of target students.</li> </ul>
All students and teachers will be part of the Writers Toolbox PLD. This takes place 18 times a year with workshops, coaching and an online tool for Years 5-8	Writers Toolbox facilitators Teachers Leader of Learning- Writing	2022 - 2024	<ul style="list-style-type: none"> <li>2022 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction</li> <li>Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions</li> <li>Teachers experimenting with, and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD</li> <li>A positive shift in attitude towards writing, in both students and teachers</li> </ul>
Teachers on a 3-year PLD programme- WTB, 2022-2024	WTB facilitators	Term 1 – 4, 2022 - 2024	<ul style="list-style-type: none"> <li>An embedded school wide writing programme</li> <li>Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels</li> <li>Greater student engagement and output in the area of writing</li> </ul>

### 2022/2023 - Planning

- Students will use progressions to inform next learning / goal setting.
- Student agency will be developed.
- There will be clarity and understanding of writing progressions and curriculum level expectations.

- Teachers and students will continue to be part of the Writers Toolbox PLD over the next 3 years.
- Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.