



# Jireh Christian School

## Annual Report

### 2022





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## INTRODUCTION

### A Year in Summary

Dear JCS Whānau

It is difficult to believe that another year has flashed by. We end the year in good spirits, with a growing roll and a connected community, after a turbulent start, with Covid still causing reduced contact and a number of events postponed or cancelled.

So much good learning, developing, nurturing and growing has happened this year through the many, varied educational opportunities at JCS. I would like to outline some of these.

Each term we have welcomed new families with a mihi whakatau. We have enrolled 74 new students this year. In order to support the growing roll we are expecting a new learning area with an ESOL area to arrive early in the new year and to be up and running by Term 2. The changing sheds have been renovated into an additional admin space which will be used by administration staff and teachers on release.

As part of team building and leadership training, Tiwai have been to Tree Adventures, learning to overcome their fears and work together.

There have been lots of out and about trips. Ika had their first overnight camp this year, followed by the Tiwai learning area camp. Learning was consolidated by trips to the Arataki Visitors Centre in the Waitakere Ranges, Water Safety in Orewa and the Auckland Zoo. A select number of sports students represented JCS at the Sports Camp in Matamata. Students have learnt about animals, biomimicry, how plants grow, early settlers, the immune system and water. The water inquiries carried out in Tiwai culminated in a fundraising effort to raise money for wells to provide fresh water in countries where this is a rare commodity. In the Daily Discipleship times some great themes have been covered where students have explored the lives of missionaries, how our Lord Jesus is the Servant King. He is our provider and source. He is full of grace and truth and calls us to be the same. Our JCS Values of faith in Christ, love, truth and hope have been interwoven into the learning and they form the basis for our Jireh Way, which is the way we treat one another.

On the sporting front, we have been very active with teams competing in local competitions and with other Christian Schools across Auckland. Cricket, soccer, netball, rock climbing, rippa rugby, swimming, cross-country, table tennis and gymnastics have been part of the learning programme this year, helping to keep us fit and healthy.

As part of our mission and service endeavours, Tiwai made and served soup to the local community at Kai Avondale. Our kapa haka group will be performing at the 'I Love Avondale Street' Christmas Party and we continue to support a TEAR Fund sponsor child, Benimana Raphael from Rwanda. This year we held two Market Days to raise money for Asian Outreach which will be used to buy winter clothes for children in Mongolia. The Year 5 cohort of students learnt all about what it means to be a missionary. The Manu and Wai teams performed for several resthomes, bringing the love of Jesus and some Christmas cheer. Our Friday, whole school assembly has afforded us the opportunity to worship corporately and to learn about some of the heroes of the faith from Moses to Solomon.

We have honoured the cultures represented at JCS by celebrating language weeks and getting to know more about our cultures. We celebrated God's goodness and provision and new beginnings during Matariki. Several Talanoa Fono have been held and Pasifika Kids Advancing has started again. This is a free after school homework club for our Pasifika students. Manu team celebrated 100 days at school in style. Pizza lunches have been enjoyed by winning houses.

A number of extra curricula activities have been offered to give students a broad learning experience. Some of these are - maths club, chess, itinerant music, drama, Manderin and art classes.

Our Parents Association has been active this year organising some great events including a movie night, Walkathon, Cultural Tasting Sheds and our very special Grandparents Day where we had old and young dressed up in their favourite story book characters.

A number of surveys have been sent to the parent community for engagement. Two formal written progress reports have been available online and two parent/teacher conferences have been held to discuss children's progress.

As part of the health and safety of the community two lock down and two evacuation practices have been undertaken. One of these is part of a national earthquake drill called, Shake Out. We have an annual safety audit with our expert partner Harrison-Tew. A wellbeing framework has been designed and will be shared with the community next year. Student voice and wellbeing have been responded to and gauged through surveys and interviews. Programmes have been designed to address the needs of our students. We have had two counsellors at school and in 2023 there will be three counsellors available for students. The Seasons for Growth programme has been offered to some students.

At the end of the year classes have chosen to celebrate all the hard work and great friendships in various ways. The school year will officially end with a Junior and Senior Awards Ceremony. The Year 8s will be celebrating their primary school years with a formal graduation dinner where they will be honoured for their service to the School.

I would like to take this opportunity to thank you for your unwavering support.

Yours in His service  
Sandra Bosman



# SCHOOL OVERVIEW





## History and Tradition

Jireh Christian School is an integrated school with a Special Character that 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 264. 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. Jireh 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 became 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 and 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/whānau to nurture their children.
- students who are equipped to positively impact the world.
- a 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.



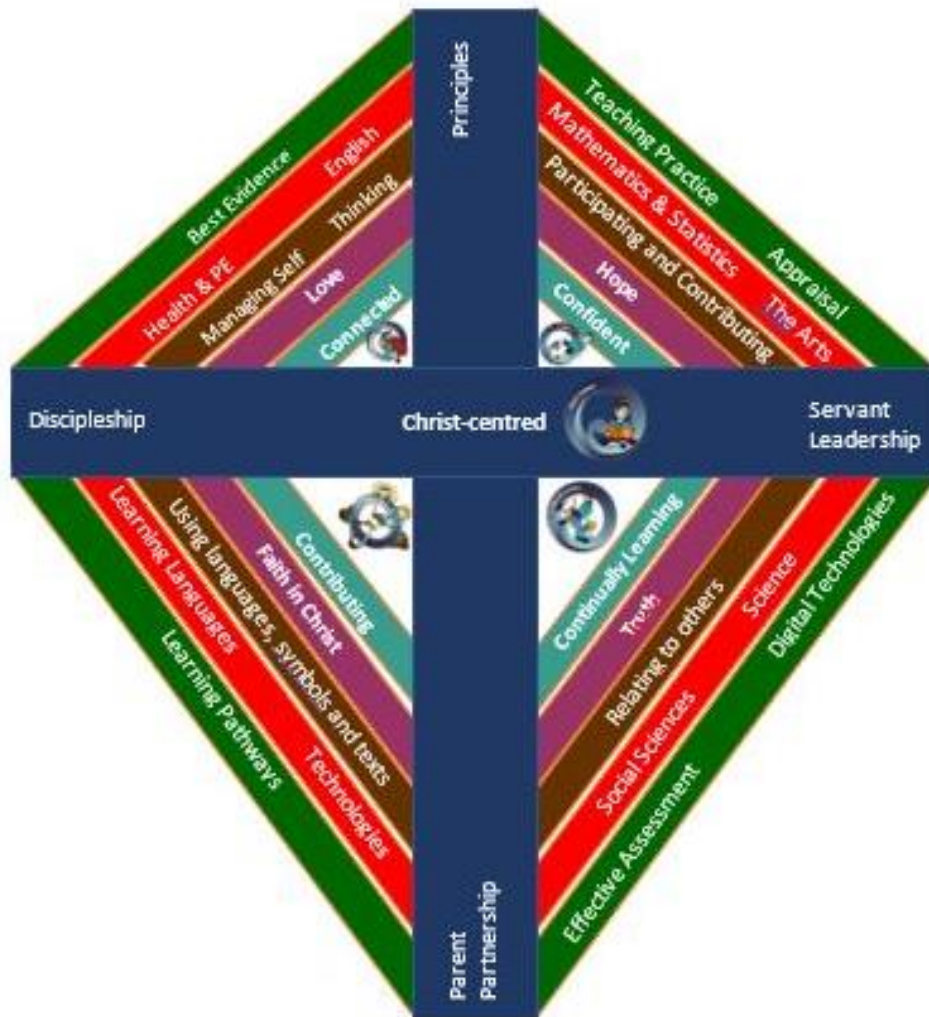
## Motto

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





# Curriculum Overview



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- 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 Māori me Ona tikanga.

## COMMUNITY ENGAGEMENT

The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whānau 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 Māori Development

### 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 Māori) 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 MĀORI CULTURE?

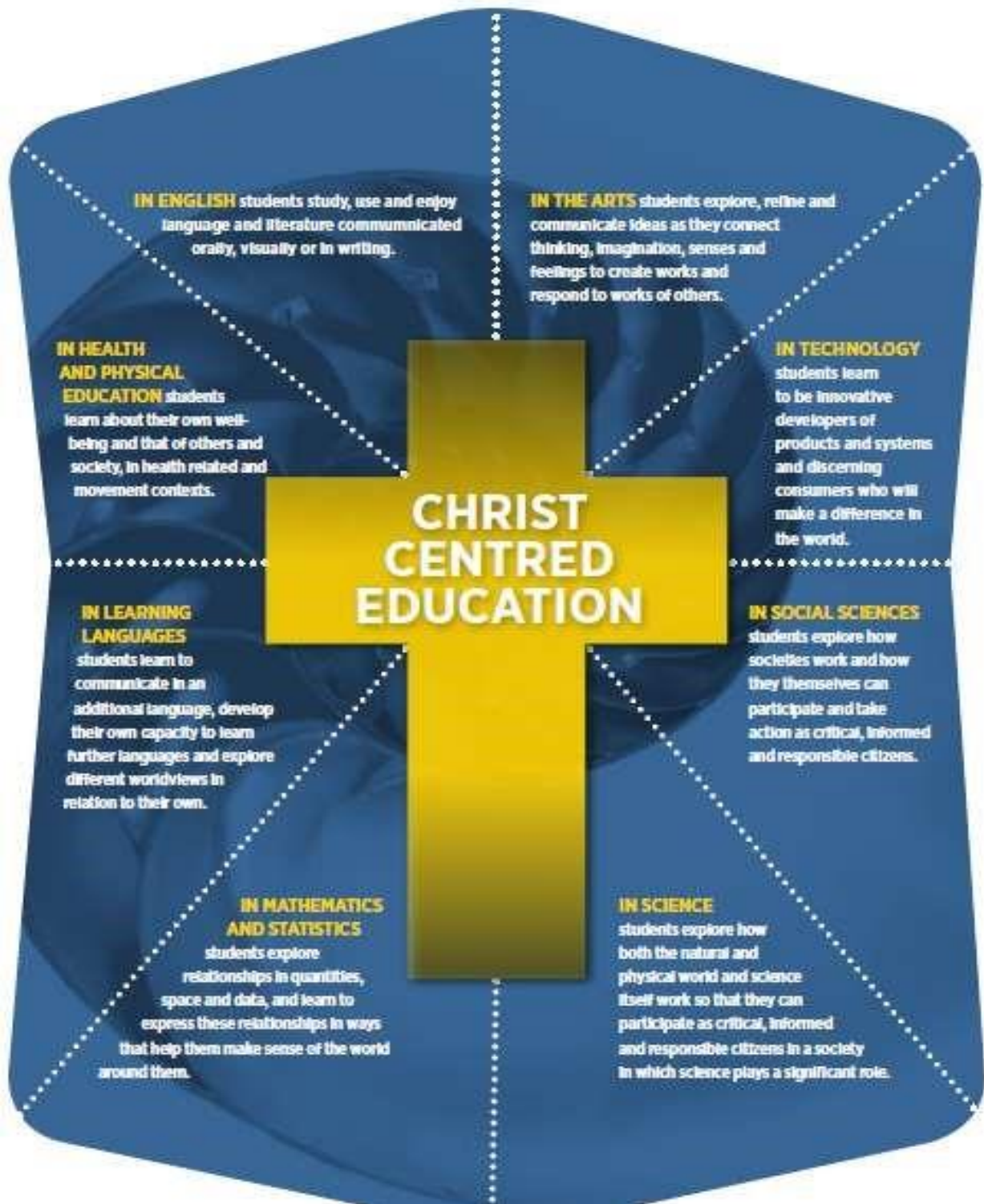
- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Māori.
- By regular reflection, discussion and evaluation of how each teacher is reflecting tikanga Māori in the classroom in terms of content and delivery.
- By consulting Māori advisors to assist in the development of Māori incentives and programmes.
- By consulting with our Whānau Korero group who meet regularly.
- By students attending Māori 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 Māori 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 Māori programmes at school.

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

- By ensuring that all planning is done with tikanga Māori 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 Māori 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

# 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
<b>Strategic Goal 1</b>  <b>Academic Success for All Learners</b>	Develop and embed a whole school approach to ESOL learning	Develop and implement a co-ordinated whole school ESOL plan	Co-ordinated ESOL plan embedded	Whole school co-ordinated ESOL plan added to the induction programme of new staff	% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%	<b>Pasifika, ESOL and Māori students are achieving academic success</b>
	Implement the Pasifika Education Action Plan	Staff and Pasifika Parents gain an understanding of the Pasifika Education Plan	The Pasifika Education Plan is implemented	The Pasifika Education Plan is embedded	% of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%	
	Strengthen the learning environment and connections for Māori learner success	Staff and students learn about the whakapapa of te Whau. Staff te reo Māori capability is developed	School develops our own mihi and haka embedded in the whakapapa of te Whau. Te reo is taught competently across the school	Staff and students know the school mihi and haka and use it organically as part of welcoming people and at formal occasions or gatherings	% of Māori students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%	



Goals	Initiatives	2022 Outcomes	2023 Outcomes	2024 Outcomes	Measured By	Success
<b>Strategic Goal 2</b>  Developing Staff Capabilities	<ul style="list-style-type: none"> <li>Grow leadership capability</li> </ul>	LoL use the Leadership Capabilities Framework to form an inquiry linked to a specific area of responsibility		Use the StrengthsFinders Programme across the school with all staff	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.	<b>Staff are able to plan and execute effective teaching and learning programmes in learning</b>
	<ul style="list-style-type: none"> <li>Enable and equip staff to deliver a programme of excellence</li> </ul>	Develop the curriculum in line with the NZC refresh – Social Science and History  Develop writing skills capabilities in staff and students	Develop the curriculum in line with the NZC refresh - Maths, English and Science  Develop a whole school writing programme which ensures consistency	Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE  Embed a whole school writing programme.	% Students are achieving at or above the curriculum levels in writing * 2022- 75% * 2023- 80% * 2024- 85%	
		All teachers are using the learning progressions consistently for reading, writing and mathematics	Develop/source an online platform for reporting to parents	Teachers confidently use in time online reporting to parents	All teachers are using online reporting. Parent satisfaction survey to continually improve	



Goals	Initiatives	2022 Outcomes	2023 Outcomes	2024 Outcomes	Measured By	Success
<b>Strategic Goal 3</b>  A Growing Christian School of Choice	<ul style="list-style-type: none"> <li>Create pathways for Christian Education to be accessible</li> </ul>	Set up a Charitable Trust for parents to access funds	Set up a website and data base and gain donors		A greater number of students are able to access Christian education with financial help available	<b>School roll growth with more stimulating learning spaces</b>
	<ul style="list-style-type: none"> <li>Create a vibrant Makerspace with a dynamic programme</li> </ul>	Design a learning programme for the Makerspace	Teachers are given PLD in how to best use the Makerspace	Teachers use the Makerspace as an integrated part of their programme	Teaching and Learning plans show the inclusion of Makerspace activities	
	<ul style="list-style-type: none"> <li>Work with the proprietor/stakeholders to develop the school to accommodate growth</li> </ul>	Plans are drawn up for purpose-built learning spaces to accommodate a Year 1-10 school on the site	Lodge an application to grow to include Year 10	Building commences	Redevelopment of the site with the inclusion of a middle school, encompassing Years 7-10	

# 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	Time-frame	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 is 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 in 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	Time frame	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.	

	<p>Inquiries carried out with check-ins with the Principal.</p> <p>SMT participate in the Aspiring Growth Culture programme. Principal and DP participate in the Executive National Principal's Growth Culture programme.</p>	<p>Principal LoL SMT</p> <p>Principal and DP</p>	<p>Term 2 – 4</p> <p>Term 1 – 4</p>	\$10 000	Leadership is developed across the school	
2.2 Enable and equip staff to deliver a programme of excellence	<p>Teachers become acquainted with the NZC refresh for Maths and English</p> <p>Teachers revamp the Maths and English curriculum in line with the NZC refresh</p>	<p>Teachers Principal</p>	<p>Term 1, TOD</p> <p>Term 3, TOD</p>	\$500	<p>Teachers know what the Maths and English NCS refresh looks like</p> <p>The English and Maths curriculum is developed across the school ready for implementation by 2026.</p>	
	<p>Teachers have PLD for writing – Writers Toolbox</p> <p>Students Year 4 – 8 use the online platform for Writers Toolbox</p>	<p>Writers Toolbox facilitators Teachers</p> <p>Writers Toolbox facilitators Teachers</p>	<p>Term 1 – 4</p> <p>Term 1 – 4</p>	Government Funded PLD	<p>Improved teachers' literacy capability to raise student achievement</p> <p>Increased student achievement in writing</p>	

	<p>The learning progressions for each core learning area are unpacked. Teachers work with others in a team, at the levels they teach.</p> <p>The learning progressions are incorporated into planning and assessment for reading, writing and mathematics.</p> <p>The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics.</p> <p>A consistent writing programme is developed</p>	<p>LoL Teachers D.P.</p> <p>LoL Teachers D.P.</p> <p>LoL Teachers D.P.</p>	<p>Term 1 - 2</p> <p>Term 3 - 4</p> <p>Term 3 - 4</p>		<p>Teachers know and understand the learning progressions for their level.</p> <p>Planning and assessment are done in alignment with the learning progressions</p> <p>A common understanding is demonstrated through moderation.</p> <p>There is a consistent writing programme across the school.</p>	
2.3 Embed the Student Outcomes and Key Competencies in all learning	<p>Teachers have a think tank around the future focussed dispositions that will allow for success.</p> <p>Together teachers work through a book looking at key competencies</p>	<p>Principal, D.P. Teachers</p> <p>Principal, D.P. Teachers</p>	<p>Term 2</p> <p>Term 2 - 4</p>	\$300	<p>Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world</p>	



## 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 the Makerspace 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 the 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	

## 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, Cultural Weeks and other functions the school has. Organise a flash mob to perform at school family BBQs.

### Mission

**2022 - 2024** - Supporting a 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 programme 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

<p><b>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</b></p>	<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 Jireh 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>
<p><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></p>	<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 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 Pasifika 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

<p><b>Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs</b></p>	<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 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.</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>
<p><b>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</b></p>	<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) which is PLD which 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

<p><b>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</b></p>	<ul style="list-style-type: none"> <li>- 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 whānau hui.</li> <li>- Teachers use the cultural competencies as found in Tataiko and Ka Hikitia.</li> </ul>
<p><b>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</b></p>	<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 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

<p><b>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work</b></p>	<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 the service industry 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.**

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

## LEARNING SUPPORT

**To raise the overall achievement of all ELL students.**

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

## KEY COMPETENCIES

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

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

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



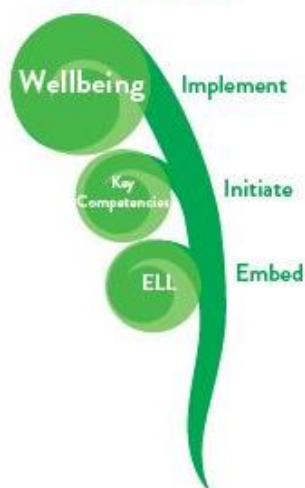
## Kahui Ako Strategic Implementation Plan

Dr

2020 - 2021



2022 - 2023



2024 - 2025



### Kahui Ako Strategic Planning Key

#### Implement

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

#### Initiate

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

#### Investigate

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

#### Embed

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

#### Refresh

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

### Questions:

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

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

3. Any other advice?



# 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 21<sup>st</sup> 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 around specific requests. Students place their prayer needs in a box in the library.

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 implementation of the 7 spiritual practices as described in the KWT documents. An expert partner has been assisting teachers with this and running PLD throughout the year.

We have a number of families who would like to be part of our community but we have reached the maximum number of non-preferential families, 5%, allowed.

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 Daily Discipleship Units 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.

The devotional units 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 is followed 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

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. Students 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.

The way we integrate and weave our Special Character through all of school life is depicted below.







# SCHOOL EVALUATION



## SELF-EVALUATION CYCLE 2022 - 2024

	STRATEGIC	REGULAR
<b>2022</b>	<p>Growing the Intermediate Area of the school</p> <p>Creating dynamic Makerspace programmes that integrate the STEAM subjects and skills</p> <p>ERO (External)- using the Improvement Progress Framework, Strategic Plan and specific related achievement goals</p>	<p>ELL</p> <p>Wellbeing - staff and student</p> <p>Student and whānau voice - consultation</p> <p>Prime Maths</p>
<b>2023</b>	<p>Triennial Special Character (External)</p> <p>Developing the campus to accommodate roll growth.</p> <p>ERO (External)- using the Improvement Progress Framework, Strategic Plan and specific related achievement goals</p>	<p>Writing</p> <p>Support staff</p> <p>Wellbeing</p> <p>Health and PE</p>
<b>2024</b>	<p>Developing the campus to accommodate roll growth</p> <p>ERO (External) - using the Improvement Progress Framework, Strategic Plan and specific related achievement goals</p>	<p>Health &amp; Safety</p> <p>Te Reo Māori</p> <p>Property</p>



# SCHOOL REPORTS

# Annual School Report to the Board of Trustees



**Year**

**2022**

**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 team have welcomed some new teachers to our school and team this year. We have been delighted to have Naomi Villegas join our school and Stephanie Rautenbach from the upper school. Clarisse Sinapilo started in our team last June.

The Manu Learning Area comprises of four classes. A new entrant class, which has grown to 25 students, one New Entrant/Year One composite class and two Year two classes. Another 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 bring new ideas and talents to our team.

We currently have 86 students. We have seen steady growth in our team of new children joining our classes, mostly in the New Entrant class. Our classes are made up of children who come from many different cultures and backgrounds which blesses us with many ESOL students.

### Strengths:

Our junior school is growing – Praise the Lord!

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 pray and support one another, both in our school life and in our personal lives. We have also had two social events where we were able to get on a personal level with each other. This has been of great benefit.

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

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.

As a team leader I work hard to help and encourage each of my team to reach deadlines, cope with the heavy workload, and to clearly understand the curriculum and assessment.

Teachers are confident to share their expertise in areas of strength. We have rotations for Art, so each child is able to learn a new art medium through the different teachers. 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 to tend with Covid and many children away in Term one and two, we continued to give our students quality education through the platform of ClassDojo as well as at school. Zoom meetings were done daily in term one so those students not at school were able to connect with their teacher and classmates.

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. We discuss any concerns about students and data, set goals for the students and feedback about how learning is going. We are also consolidating our Years 0-2 curriculum.

Terms three and four the teachers will be working through a book together called 'The Five Dysfunctions of a Team'. This will help us grow a stronger team that is based on trust.

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.

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.

As a leader of Manu team, I would like us to continue to look into "Play Based Learning" for our junior classes. This could be the way of 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 heating of the classrooms and the wonderful Pergola 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 iPads and bots continues to be a valuable part of our learning as we have integrated these into our programmes.

We have had a wonderful time learning about 'Our Cultures and then learning about Animal Classification. This gave us a trip to the zoo this term to consolidate and increase our knowledge and understanding of why God has put animals in different families.

We have started a daily fitness programme this year. The benefits of this are to help improve concentration, memory, 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 in Writing called Writers Toolbox which not only helps the students become better writers, but also for teachers to increase their own knowledge of writing correctly. We are also doing a three-year Te Reo course, increasing both the Kaiako and Tamariki 's knowledge of the Māori language. This term we are looking at 'Matariki'.

Each term we have a meeting with parents of new students for the following term. This has been done through zoom. At this meeting we are able to give information on the running of both school and classroom routines. This is 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 two 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 meeting means all students and parents are connected to our main form of correspondence before the child begins the term.

Open day is coming up. It is 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 is sent through at the end of the year to the next teacher.

Checklists have been set up giving teachers guidelines when planning is due 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.

School picnic was a wonderful opportunity to build community with the students. This was held at school and parents were unable to attend due to Covid restrictions.

Oral language is important with the ESOL students, and many opportunities are given to students to share orally with the class.

A questionnaire sent from our office ladies is being answered by the teachers of Kindergartens and Early Childhood Centres about students that are to begin their learning at Jireh. This information is vital to teachers before children come to school.

Blue folders for each student have been approved by Sandra Bosman to be used for assessment, pepeha, information about the child, ELL's etc. These are updated termly and will be sent through to the following years teachers.

Assessment timetables has been updated for all the teachers.

### **Weaknesses:**

Teachers have a heavy workload.

There is quite a bit of PD this year which means teachers are working on new things all the time and often have time outside the classroom and in our own time.

We have lots of meetings before and after school.

The junior school is growing, but the facilities are bursting at the seams. Our cloak bay is now so full the children are unable to all go to morning tea at the same time. To fit the bags in, some bag hooks have had to be put up high which is difficult for the children to get at. The toilets are in need of painting to make them attractive.

We need some resources for out on the deck but have nowhere to store things when we put things away. Our resource rooms are now full and need modernising, painting, and carpeting. Storing of resources is now a huge problem.

Paint inside Kereru class is old, paint is falling off doors and walls.

Our school P.E. shed is about to be moved to the other end of the school. This is not ideal for our junior students as going over the bridge is out of bounds for them. We need a small shed down our end for the students to get equipment from.

Our playground, due to many students, is now too small to accommodate the students safely.

No time to maintain our resource rooms and resources. It would be great for some teacher only days to have set aside for the teachers to spend time in resource rooms. When new books come in, they need putting away, titles typed on the boxes and books numbered. No time is given to do this.

We have large numbers of students in some of our classes.

Children continually late to school hinders our programme.

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

Due to Covid/Lockdown last year we have a number of children who are behind in academics. Many are not meeting the standards. 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.

PMP equipment 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 store it. Many of our students are in desperate need to use this equipment.

Teachers not always following the expectations of the leader and following through with what has been asked of them.

Play based learning needs equipment, resources, programmes and need spaces to store these things.

### **Opportunities:**

Play-based learning using the deck area and having both classrooms working on stations such as sand, water, woodwork. I am experimenting with play-based learning whilst taking groups for reading and phonics. Some PLD on Play-Based learning through online courses will continue next year and observations in other schools will be useful. 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.

Teacher videos on Class Dojo help parents to help their students at home.

### **Threats:**

Small classrooms with large class sizes

No space to do PMP and no storage for the equipment down the junior end of the school. (Large and heavy equipment)

Academics for some children have taken a hard hit due to ongoing isolation for those with Covid. Absences from some children for significant periods of time has been detrimental on their learning.

<p><b>Special Character</b></p> <p>This section could include any initiatives or existing programmes that ensure the Christian special character is enhanced.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Fortnightly assembly starting up again term 3 developing our Devotions programme.</li> <li>• Whole school assembly on Fridays.</li> <li>• Students memorise scripture weekly and now have opportunities to video their children reciting the verse on Class Dojo.</li> <li>• Students are encouraged to share testimonies and pray for and with each other in class.</li> <li>• Visit to Selwyn Village to sing carols as an outreach at the end of the year depending on pandemic situation</li> <li>• Parents and students work together on class projects related to our Inquiry</li> <li>• Parents help children organise their news to share with the class.</li> <li>• Homework is regarded as important to parents.</li> </ul>
<p><b>Accelerating Student Achievement: Māori</b></p> <p><i>How effectively does this school respond to Māori students whose learning and achievement needs acceleration?</i></p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Graphs showing value added and an update of progress and achievement of students who identify as Māori</li> <li>• Proposed or actual 'Raising Achievement Plan' (RAP) that targets Māori achievement &amp; progress (i.e., Inquiry or Ka hikitia)</li> <li>• Professional Development to assist staff in implementing the RAP</li> <li>• How conditions have been modified to ensure student progress and achievement for Māori achieving as Māori</li> </ul>
<p><b>Raising Achievement Plan:</b></p> <p>We are continually assessing if we are meeting the needs of our Māori students. Across the Manu team our Māori students are meeting curriculum levels.</p> <p><b>Modified conditions to ensure student progress and achievement for Māori achieving as Māori:</b></p> <p><b>Māori achievement</b></p> <ul style="list-style-type: none"> <li>- All planning is looked at from a Biblical worldview and from a Māori world view context. As part of learning inquiries students are intentionally answering questions through Māori worldview.</li> <li>- 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.</li> <li>- Whānau involvement at many opportunities, e.g., Trips, learning of Mihi's. Korero group etc.</li> <li>- Children given an opportunity to do a project on their culture and share within their peers.</li> </ul>
<p><b>NEG 1</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Achievement data graph summaries by year level</li> <li>• Examples of comparative progress reports showing value added improvement (if applicable)</li> <li>• Programmes that cater for diverse learning needs e.g., sport, electives, option choices</li> </ul> <p>Children in the Manu area are participating in a number of programmes offered by the school to cater to diverse learning:</p> <ul style="list-style-type: none"> <li>- Music lessons run by two outside agencies.</li> <li>- Rotations based on teacher strengths to ensure different learning needs are catered for.</li> <li>- Chinese class for the junior Chinese students</li> <li>- Students participate in excursions outside the classroom throughout the year e.g., school trips, Athletics day, School Picnic etc.</li> </ul>



<p><b>NEG 2</b></p> <p>Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Learning support programme description</li> <li>• Example of IEPs</li> <li>• Other initiatives such as Pathways faculties</li> </ul>
<ul style="list-style-type: none"> <li>- Vicki Morris (DP) oversees our Learning Support programme and conducts IEPs.</li> <li>- Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.</li> <li>- 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.</li> <li>- Outside agencies are referred to when necessary. RTLB, a speech therapist and occupational therapist visit students who need extra support in these areas.</li> <li>- ESOL children are supported in class by an ESOL teacher.</li> <li>- Kereru class has a teacher aide working in the classroom who is employed for 5 mornings. Rachael Wakefield is responsible for looking after a child with a Tracheotomy tube and cleaning this tube at morning tea and lunchtime.</li> </ul>
<p><b>NEG 3</b></p> <p>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Innovative programmes that focus on preparing students to be confident, connected, actively involved, lifelong learners</li> <li>• The inclusion of initiatives, e.g., such as BYOD or ICT incorporation.</li> </ul>
<ul style="list-style-type: none"> <li>- 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.</li> <li>- School wide planning reflects unpacking one student outcome for the term. They are Confident, Christ- centred, Connected, Contributing and Continually learning</li> <li>- We unpack our JCS values, Faith in Christ, Hope, Truth, Love.</li> <li>- We are working on a school-wide technology plan which will look at the various strands and how they can be incorporated into the curriculum.</li> <li>- 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.</li> </ul>
<p><b>NEG 4</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Initiatives and programmes that lay a solid foundation for early learners</li> <li>• Examples of feedback and correspondence with parents</li> </ul>
<p><u>Learning Area wide initiative.</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Teachers send a weekly class newsletter to parents which may include tips to help with learning, notices about up-coming events and homework expectations.</li> <li>• A school newsletter is sent to family's fortnightly which shares information and includes a message from the principal.</li> <li>• We have Parent teacher conferences in Term 1 and 3.</li> <li>• We send a formal written report to parents twice a year. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul>

## 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** – Some of the Manu students have keyboard and guitar lessons.

**Sports** – This year Manu will enjoy Swimming and Gymnastics lessons. Teachers also conduct fitness and other ball skills. Specialised instructors come to school to teach the children different sports skills

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

**Excursions** – Trips to Zoo, Arataki and Selwyn Village in 2022.

**Bunnings** – We work with Bunnings who help us with our gardening project in term 3. They supply us with soil and plants, gardening equipment etc.

**Community Events** – School Picnic, Whānau coming in to share knowledge in different areas, and read to children. Movie night initiative from PA.

## 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 on excel 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.

<p><b>NEG 7</b></p> <p>Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support. This section could include:</p> <ul style="list-style-type: none"> <li>• Examples of programmes catering for GATE</li> <li>• Examples of programmes catering for students with specific learning needs</li> </ul>
<p><b>GATE:</b> 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.</p> <p>Stephanie and Naomi have been assessing Year 2 students and grouping them accordingly between the two classes. They have also been teaching areas of their strengths in the afternoons.</p>
<p><b>NEG 9</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives taken to identify and improve the progress and achievement of Māori learners.</li> <li>• How Te Reo Māori is incorporated as part of the teaching programme</li> <li>• PD for staff</li> </ul>
<p>The school uses <a href="http://www.tokureo.Māori.nz/index.cfm/1,188,0,43,html/Series1">http://www.tokureo.Māori.nz/index.cfm/1,188,0,43,html/Series1</a> to teach Te Reo to all students. Every class has at least 30mins of Te Reo lessons once a week. Teachers use Māori words for greetings, commands, Devotions and topic related words and make them visible for students in class. Waiata are part of the school programme.</p> <p>Students learn to say their mihi, (at different levels) learn about Te Tiriti o Waitangi and make their own class treaties. Each child has a Pepeha.</p>
<p><b>NEG 10</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g., Kapa Haka, signage, powhiri, Ka Hikitia</li> <li>• Links with local Iwi and whānau</li> <li>• Programmes that make Māori achieve as Māori</li> </ul>
<p>School wide planning is done with Māori worldview in mind and a learning approach taken that is accessible by Māori.</p> <p>Kapa haka runs weekly for those who want to attend.</p>

# Annual School Report to the Board of Trustees



**Year**

**2022**

**School**

**Jireh Christian School**

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. All three classes are comprised of both Year 3 and 4 children. Moana has 20 students, Roto has 23 students and Awa has 24 students with a total of 67 students. 37 are ESOL funded. In Awa, 9/24 children are ESOL. In Roto, 14/23 children are ESOL. In Moana, 14/20 children are ESOL.

### Staffing:

The three teachers in the Wai team are Sarah Thomson, Charmaine Stoffels and myself, Nicola Pallesen. We are all experienced teachers with 50+ years of collective teaching experience.

Linda Baird and Margaret Smilde cover the release time within our team. Linda releases Sarah and Charmaine and she teaches a range of topics such as Maths Strand, Grammar, Daily Discipleship, PE and the Arts. Margaret releases Nicola and teaches Daily Discipleship, Digital, Poetry and PE.

During Term 1, all of the Wai children had 5 lessons with Peter McDonough for an introduction to technology. With Peter no longer teaching Year 3/4 students, the classroom teachers within the team will teach the technology lessons for the remainder of the year.

### Strengths:

#### Teamwork

There is growing team unity as we discover each other's strengths, personalities, and ways of doing things. We meet fortnightly as a team to pray and discuss planning, teaching, assessment, ways of supporting children and upcoming events.

#### Team Assembly

We have resumed our team Daily Discipleship assembly each Monday morning. In Term 1, this assembly was cancelled due to indoor Covid restrictions. However, the last few weeks of this during Term 2 have been positive. Each teacher takes turns leading this assembly, and it includes singing, prayer, teaching the memory verse of the week, celebrating birthdays and sharing notices. The children bring 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 this allows us time to make adaptations for the needs in our own classes. This shared planning ensures greater consistency and collegiality within our team. It has the potential to reduce the workload as we share planning and ideas. Sharing planning has created a sense of accountability and unity as we work together on similar units. Most of the 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 within the Wai team have been supportive and have stepped up to offer help as needed. There were many parents in attendance at the combined Wai team's parent Zoom meeting at the beginning of the year. The majority of parents attended the parent-teacher conferences held at the end of Term 1, also over Zoom. The times that parents have offered to come to volunteer include: our Mangere Mountain trip (which was unfortunately cancelled due to Covid) and the upcoming Auckland Zoo trip. Later in the year, we will require supervision for gymnastics and our Arataki trip in Term 3, and the upcoming swimming lessons and trip to Motat in Term 4.

### **Weaknesses:**

#### **Covid 19 Isolation absences:**

Having Covid in the community during Term 1 meant that we had a large number of students absent from school for at least 5 school days, and many up to 10 days, and some longer. There were 2-3 students per class who remained absent for the majority of the term because their parents made the choice for their child to isolate. There was one teacher in the team who was required to self-isolate for one week in the middle of Term 1 and another teacher who isolated for a week early in Term 2.

#### **Covid 19 Home learning:**

While we did have some children follow the home learning plan, there were others who did not complete any work, or completed very little, and we are now doing what we can to support these children to catch up, particularly with missed pages in their Pr1me Maths books. During Term 1, we also organised daily Zooms for the children at home to join, and it was a real highlight of the day for the children at home and school to see each other for a lesson together in the classroom. This was a challenging term for the teachers with juggling a hybrid programme to provide for both children at home and those learning at school.

#### **Trip Cancellation:**

Unfortunately, our Term 1 trip to Arataki was cancelled due to the rising number of Covid cases in the middle of the term when our trip was booked.

#### **Less Whānau Engagement:**

As a result of Covid restrictions of gatherings and parents onsite, there were some events that needed to be modified to meet the government rules. For example, the Term 1 Cornwallis Picnic was cancelled. However, in its place, Vicki Morris and some Year 8 leaders organised the Little Hearts' Fun Day for the rest of the school which was a huge success. Unfortunately, parents were not able to come onsite for this. Similarly with parent teacher conferences at the end of Term 1; instead the parents joined a Zoom link for these.

### **Opportunities:**

#### **Self-isolation:**

Children who were self-isolating and continued to learn from home were given 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 main focus has been on Wellbeing and how we can support our students with their wellbeing. Another key focus for Kahui Ako continues to be ELL and integrating the ELL principles into our teaching practice.

#### **Teaching Inquiry:**

The teachers in the Wai Learning Area all have a focus on improving learning outcomes for students in Writing. Through this inquiry, there was an opportunity to see if/how the changes we implement from the Writer's Toolbox professional development, have an impact on engagement, attitude and writing levels.

### Home Learning:

During Term 1, from Weeks 4 through to Week 11, the Wai teachers worked together to organise Home Learning for the children who were isolating due to being a household contact. We planned for this home learning to be as close as possible to what the children at school were learning. This meant those who diligently followed the learning at home were able to, for the most part, keep up with the learning that was happening at school and did not return with a feeling of being 'behind.'

### Threats:

#### Covid-19:

Possible future trips and events cancelled if future variants of Covid cause disruptions.

### Student Progress:

Due to children isolating for long periods of time without completing work at home, there is the possibility that progress has stagnated or not improved as expected for some children.

### Student lateness and attendance both onsite and during online teaching:

Lateness and attendance will be reported 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.

- Inquiry planning is based on 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. 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 Grace and Truth and God is Creator. In Term 3, we will explore how God is Love and coming up in Term 4 is God is the Servant King. Topics are arranged around these themes.
- Weekly team assembly which is part of our Daily Discipleship programme. The Memory Verse of the week is introduced and discussed.
- Whole school assembly on Fridays where Sandra leads the school through the key stories in the Bible.
- Students memorise scripture/passage weekly. The Bible verses are chosen to support the focus of the term, eg: grace, truth, creation.
- Students are encouraged to share prayer requests and pray for, and with, each other in class.

### **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 Māori.

\* Kapa Haka is held weekly on a Friday afternoon and is organised and led by Charmaine Stoffels. Year 4 students are able to sign up for this and attend Kapa Haka regularly.

\* Te Reo Māori resources have been shared via email by Charmaine Stoffels and Vicki Morris and have provided us with teaching ideas and resources.

\* Te Reo Māori PD: This year the teachers are involved in weekly Te Reo Māori PD through Whakamānawatia. This has supported the teachers to grow in their confidence of pronouncing words in Te Reo Māori correctly and saying their own pepeha. As a result, teachers are now better equipped to support students to do the same.

\* Whānau involvement in school activities where possible.

\* There is 1 student within the Wai Team that identifies 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:

- Lunchtime Maths Club run by a specialist on Tuesdays and Thursdays throughout Term 2
- Technology lessons with Peter McDonough for all children during Term 1
- 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 education outside the classroom e.g. Year 1-4 trip to the Auckland Zoo, Motat, Arataki, gymnastics, swimming
- Outside organisations providing learning opportunities on site including Auckland Basketball.

**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 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, and this is out-of-class. There are 2 ESOL teachers who work with our ESOL children in small group settings.
- 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 = Christ Centred, Term 3 = Contributing, Term 4 = Continually learning
- We include one Jireh value each term in our planning as our focus, eg: Term 2 - Faith in Christ/ Whakapono ki a te Karaiti
- 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 during literacy time.
- The Year 3-4 children use Ipads as part of their classroom programme. 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 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.
- A new digital safety agreement has been developed this year for both parents and students to sign. This needed to be signed and returned to Sarah Thomson before the children were able to use their iPads in Term 2.

#### 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 high Covid numbers at the time and the restrictions in place, as this is usually an in-person event. This parent meeting introduced the teachers, shared information and expectations around areas such as uniform, homework and devices.
- A term overview is developed at the beginning of each term to inform parents of the class programmes for the curriculum areas. This helps parents support and extend their child's learning at home. Here is an example of the [Awa Term 2, 2022 Overview](#)
- Teachers send a weekly class newsletter called a 'Home Note' to parents which includes 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 2, Week 2 Home Note](#)
- A school newsletter created by the Administration staff is sent to families fortnightly to share information and includes a message from the principal.
- We have Parent teacher conferences in Terms 1 and 3.
- We send a formal written report to parents twice a year in Terms 2 and 4.
- During times of children self-isolating and learning from home more recently, the 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, describe and entertain. The learning objectives for Writing come from the NZ Curriculum and the Writing drop downs from the school reports. Publishing their writing has been in the form of written publishing and displayed on the wall or around the classroom. There has also been an opportunity to publish work digitally such as using the app PicCollage.

**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.

**Maths:** All children are following the Pr1me maths programme. The Pr1me Teacher's Guide supports teachers to plan for these lessons. The children use both the Course Book and the Practise Book within lessons. The Year 3

students have all begun on the 2A Pr1me book and are grouped according to ability. The Year 4 students are finishing up the 2B Pr1me book that was started in lockdown last year and are beginning the 3A Pr1me book. There are 6 students within the Wai team who have advanced to a higher Pr1me book because of their ability in Maths. The highest of these being a Year 4 who is working in the 5A book (Year 6 level) and is receiving additional extension and support from Vicki Morris.

**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. All 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, and this will be a part of the planning and teaching in Term 3. 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. Auckland Basketball are currently working with all Wai students. 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 includes the Overarching Characteristic of God, Jireh Outcome, School Values, 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 Māori, 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 OTJs (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 OTJs.

#### **Personalised Programmes:**

Students who are working well below the expected level have an IEP. Students within classes may be 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 of children.
- One child in Year 4 is supported by Vicki Morris to help with extension in both Reading and Maths.
- 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 Māori learners.
- How Te Reo Māori is incorporated as part of the teaching programme.
- PD for staff.

- Te Reo unit planning is based on the teaching and guidance from the Whakamānawatia Te Puna Reo programme that the teachers are involved in. The teaching and planning from Anita, the lead presenter, informs our planning and teaching each week. The achievement objectives and resources are provided for teachers to use during lessons. During Term 1, the focus was encouraging all children to accurately write, and say, their pepeha. This term, the focus is on Matariki. As a school we are being very discerning about what is taught to the children and what we choose not to teach. Both Roto and Awa have their Māori lesson for 30-minute lesson each Friday afternoon while Charmaine teaches Kapa Haka. In addition to this, learning is reinforced throughout the week. Other helpful teaching resources for this subject include Toku Reo and Te Kete Ipurangi (TKI) resources online.
- 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.

**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 whānau.
- Programmes that make Māori achieve as Māori.

- Kapa Haka practice runs weekly. Each session is 1-hour long.
- The school organises a Mihi Whakatau at the beginning of each term to welcome new students, families, and staff. The school Kapa Haka group performs at this event.

# Annual School Report to the Board of Trustees



**Year**

**2022**

**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 5 and 6 class. Taraute currently have 28 students, and Morihana has 29 students. Both classes are blessed with many different ethnic groups. There are more boys in both classes, Morihana having 11 girls and 19 boys. Taraute has 13 girls and 16 boys. Both classes are at capacity 😊

### Strengths:

#### Teachers:

- Ika team has welcomed Natasha Breese back to the team, she took over from Jeehea Lim from Term 2. She is teaching in Taraute room. Natasha brings her expertise of The Arts and Technology to the team and many years of teaching. She has taught Year 5 in the past, therefore is aware of expectations and familiar with the curriculum. 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.
- Mrs Baird: Both classroom teachers have an experienced and specialist teacher who covers CRT. Mrs Baird is a specialist Music and Drama teacher who covers for both teachers.
- 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 three assemblies during the week. Reasons for this, is to form unity as a learning area and have devotions led by a teacher on Tuesdays and Wednesdays, with a couple of Year 6 students leading it on Thursdays. Devotions is focused on the school value for the Term, which the teacher unpacks and shares practical ways for students to aspire to. Also, we use our assembly time to address issues which arise during the Term.
- Year 6 **student led assemblies on Thursdays** encourages student leadership and strong collegiality among teachers and students. We are aware that student led assemblies influences 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 twice a Term 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 teacher is sick). Meetings are set, when necessary, during the Term.

- Teachers plan detailed weekly timetables for students, which are beneficial. The advantages are, helps students plan for the day/week, they can revise WALTs that need extra attention, and parents can have access to what their child is learning at school. Students can work independently and follow the timetable during lockdowns. Ika uses Google Classroom as their online framework for teaching and learning.

#### **Student Leadership:**

- Year 6 students lead Ika assembly on Thursday's.
- Year 6 students serve the school by taking on the responsibility of Sport Shed monitors.
- Morihana class mentors/supports Kakapo students (Year 1-2 students).
- Students tutoring other students (using talent/gifted students)
- Year 6 students being good role models for Year 5 students.

We celebrate different cultures within IKA. Happy students!

#### **Challenges:**

1. Lateness
2. Teachers to shift academic progress of a group of students who achieve below expectations every year.
3. Camp – the unknown of students attending. Students not coming and missing out, which could make students feel disconnected.
4. Catering to or having a better understanding or resources for our gifted and talented students.

#### **Opportunities:**

1. First IKA camp for two nights and three days in Term 4.
2. Using Google Classroom for online workspace.
3. CRT Release teacher-Mrs Baird
4. PR1ME Math program and development
5. Look at ways of working with Year 4 teachers to help improve the transition into Year 5 or Ika.
6. Ika growing in 2023 to three classes.
7. More sporting opportunities

#### **Threats:**

Shortage of learning spaces for music, dance, drama, counselling and small group teaching.

#### **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 assemblies are 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: 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 Māori

### Raising Achievement Plan:

We have been working on becoming more bi-culturally responsive and to embed the practice of Māori learning as Māori, giving Māori 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 Māori achieving as Māori:

#### Māori achievement

- All planning is looked at from a Biblical world view and from a Māori context. As part of learning enquiries students are intentionally answering questions about Māori 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 learnt their mihi as part of their introductions at the beginning of the year.
- Whānau involvement at many opportunities.
- Māori students becoming more aware of their culture and heritage and proud of being Māori.

In IKA we have three Māori students, all three are in Year 5. In Reading and Mathematics, all three are working confidently within expectations. In writing, I have one student who is working hard to meet expectations.

### 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:

- Music lessons run by two outside agencies.
- Outside specialist to run our sport programmes e.g., soccer, cricket, swimming, touch and basketball. Ika students participate in ACS and Whau cluster sport tournaments during the year.
- Ika students are learning together e.g., Fitness, Sports and technology. 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 Auckland Zoo, Arataki, guest speakers, participate in Market Days in Term 4 and camp.
- 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 support assistants facilitate small groups ranging from 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 two ESOL teachers on site who take small groups and offer in class support, depending on the level of the students' English

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 outcomes
- School wide planning reflects one outcome for the Term e.g., Term 3 = Contributing
- The school has BYOD from Year 3 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 students use chrome books and use google classroom as their online platform.
- Ika currently follows 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 21<sup>st</sup> 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 in Term 1 and face to face in Term 3.
- Teachers sends a weekly class newsletter to parents which may include tips to help with learning, notices about up-coming events and homework expectations. Class dojo is used to post newsletters.
- 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 3.
- 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 uses Class Dojo which allows parents to view 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** – Writers Toolbox was introduced this year. It is online tool to support students with their writing. Teachers are receiving professional development on how to use this platform effectively in the classroom.

**Digital Technology** – teaching the students skills on digital fluency. Mrs Breese runs this for Ika.

**BYOD** is offered to Year 3-8 students to support teaching and learning in the classroom. Students use their device to support their learning.

**21<sup>st</sup> 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 for continued progress.

**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 basketball and gymnastic sessions and later in the year we will have Swimming and cricket lessons. Teachers also conduct fitness and other ball skills. Some students have participated in outside tournaments.

**Arts** – Drama lessons offered by a specialist teacher, Mrs Baird.

**Excursions/Incursions** – Classes preparing for Market Day and camp in Term 4.

**Community Events** – The Parents' Association run events like Grandparents Day, Walkathon and Family Fun BBQs. Talanoa, Korero and other parent events during the year allow parents to discuss their specific aspirations for their children.

## 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 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.

<p><b>NEG 7</b></p> <p>Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Examples of programmes catering for GATE</li> <li>• Examples of programmes catering for students with specific learning needs</li> </ul>
<p><b>GATE:</b> 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.</p> <p>We have a few students who go to Miss Morris for extensions, once during the week (gifted and talented).</p>
<p><b>NEG 9</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives taken to identify and improve the progress and achievement of Māori learners.</li> <li>• How Te Reo Māori is incorporated as part of the teaching programme</li> <li>• PD for staff</li> </ul>
<p>Whole school is currently undergoing professional development from 'Te Puna Reo Māori' from Anita to teach Te reo to all students. Every class has at least 40mins of Te reo lessons once a week. Teachers are to use Māori words and make them visible for students in class. This must be related to the topic. Waiata and karakia are part of the school programme.</p> <p>At the beginning of Term 1, students learnt to say their mihi (at different levels) students learnt about Te Tiriti o Waitangi.</p> <p>Students go to Kapa haka once a week.</p>
<p><b>NEG 10</b></p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g., Kapa Haka, signage, powhiri, Ka Hikitia</li> <li>• Links with local Iwi and whānau</li> <li>• Programmes that make Māori achieve as Māori</li> </ul>
<p>School wide planning is done with Māori worldview in mind and a learning approach taken that is accessible by Māori.</p>

# Annual School Report to the Board of Trustees



**Year**

**2022**

**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

**Tiwai Students:** The Tiwai Learning Area is comprised of two classes, with a total of 35 students between them. This year we moved away from our usual practice of having composite classes, to having separate year level classes. It was considered beneficial to keep year level cohorts together, in light of the social disruptions caused by lockdowns, in order to make best use of the already developed friendships and familiarity within these groups. There are 17 Year 7 students in Kōtukutuku class (taught by Miss Lauren Dalton) and 18 Year 8 students in Nīkau class (taught by Mrs Greta Mackie). The gender mix in Tiwai is a little skewed, with 20 girls and 15 boys in the mix. Of the 35 students, 9 identify as European (25.7%), 9 identify as Pasifika (25.7%), 9 identify as Asian/including Indian (25.7%), 4 identify as NZ Māori (11.4%) and 4 identify as African/African Origins (11.4%).

**Tiwai Staffing:** The Tiwai Learning Area is staffed by teachers who bring experience, enthusiasm and a wide variety of strengths to the team. Lauren Dalton, our Beginning Teacher who teaches the Year 7 class, has hit the ground running and is an asset to the team. She is a capable, passionate and enthusiastic teacher, with strength in Literacy, excellent organisational skills and an appetite for learning. Lauren loves sport and has a background in competitive cycling and netball. Greta Mackie, who teaches Year 8, has many years of experience teaching students from Years 5 to 10. Greta thoroughly enjoyed teaching Mathematics at Year 9 and 10 levels for six years and is continuing to upskill her knowledge in Year 7 & 8 Science. Greta is the JCS Leader of Literacy (Writing); she also has special interest in Art and curriculum research, and a passion for learning. Margaret Smilde is a dedicated, enthusiastic teacher who brings valuable high school experience to Tiwai. She is a skilled high school Physical Education teacher and is also experienced in teaching high school Social Studies/Geography. Margaret particularly likes delivering hands-on learning; she is also currently upskilling herself in the specialist subject of Food Technology. This year we are fortunate to have Linda Baird teaching our students Music. Linda plays keyboard and guitar, leads school worship in assemblies, runs the school band and has a background in leading church worship; she is passionate about worshipping God with Music. Peter McDonough has a wealth of knowledge and experience teaching Hard Materials to students up to Year 10; he particularly enjoys guiding students to design and make working models. Vicki Morris, our Deputy Principal has 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. Greta, Linda and Peter have all shepherded their children through the teen years, and beyond, and lived to tell the tale; this is another helpful layer of experience that these teachers bring to the Tiwai Learning Area.

**Pastoral Care:** There are a couple of Tiwai students who are dealing with emotional hurt caused by marital breakup; at times this can result in some 'acting out' at school. There is also a student who has significant anxiety issues and another student who is negatively impacted emotionally/socially by their limited learning. We also have a student who has ongoing health issues that has kept them from school for significant amounts of this year. Measures to support these students include: intentional fostering of relationships; careful intentional placement of supportive peers around them in the classroom and playground; awareness of causal factors of behaviour with appropriate, compassionate responses; the offer of counselling; ongoing contact with home; referral to learning services eg: RTLb via SENCo.

**Special Learning Needs:** 40% of Tiwai students are ELLs, having a language other than English as their first language; although the ESOL department no longer works with any of these ELLs students, there is an ongoing need for vocabulary development which is intentionally supported within the Literacy programme. While there are no Tiwai

students who have special funding for their learning needs, a number of the Tiwai students require additional support and programme modifications to aid their learning opportunities.

Two Tiwai students have significant learning needs; these students have Teacher Aide allocated hours to assist them with Literacy and/or Mathematics; one of these students has been the subject of ongoing assessment for this first half year, via our SENCo (Vicki Morris) and the RTLB. Although the pace of assessment has been slowed dramatically due to covid, isolations, sickness and related absences, a specialised programme should be in place for this student early in Term 3. The second of these students (who is new to our school) has been allocated Teacher Aid time, as an initial recognition of his learning needs.

It is worth noting that, of the two students who entered Year 7 this year, from other Primary schools, both are *notably behind* the general Year 7 cohort in core learning areas.

Students who are a year below their curriculum level in core subjects have Action Plans, which outline learning strategies specific to the student, that are being used to scaffold participation in the classroom and move them forward with their learning.

## Strengths

Preparing our students for high school: Feedback from JCS graduates and their parents has been positive. It is encouraging to hear that (in general) our graduates are ably navigating Year 9 and that the JCS intermediate programme is preparing them well for the step up into high school. One of the ways in which we prepare our students for high school is in having some subjects taught by different teachers, providing students with both the security of a homeroom teacher for core learning and the opportunity to move from teacher to teacher for different subjects.

Rich Content: Tiwai has a two-year cycle of rich learning 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 practical projects that are 'other' focussed; both Nīkau and Kōtukutuku classes are currently running campaigns to fundraise for water projects in developing countries.

Inquiry topics covered this year are:

- **Walking with an ANZAC** (an exploration of New Zealand in World War One)
- **Water of Life** (water cycles, catchments, water treatment, healthy waterways, access to clean water in developing countries, and water quality testing – a practical Stream Trip)
- **Fearfully and Wonderfully Made** (an introduction to cells and DNA, an overview of body systems, and an in-depth study of the respiratory and circulatory systems)
- **The Moving Earth** (earth structure, tectonic plate theory, the rock cycle, the cause of earthquakes, eruptions and tsunamis, case studies of tsunami around the world, and NZ Civil Defence preparedness)

Reflection on teaching and learning informs future planning. The two-year cycle remains dynamic and is continually being refined and improved.

Science Labs: The Science programme, taught by Mrs Mackie in our purpose-built Lab, remains dynamic and is continually being added to and refined. It is encouraging to see students transferring concepts learned in science to underpin understanding in other areas of learning. The Science programme integrates with Inquiry where possible, but also covers other Level 4 conceptual understandings. The learning programme includes a significant amount of hands-on practical lab work and also uses the Education Perfect online learning platform.

Mathematics: It is encouraging to see the level of Mathematics learning in the Year 8 mathematics class. In general, the students are working well on the Level 4 Nulake material, with over a third of students consistently extending onto Year 9 texts. This result is built on: a solid foundation in Number built by the Prime Mathematics programme in the upper Primary; strong engagement with their Year 7 programme (including with online teaching during a significant amount of distance learning); a significant upskilling in their times tables in Year 7 (enabling far more rapid calculation and therefore an increased amount of practice and problem-solving during class).

Leadership Opportunities: Tiwai students have multiple opportunities to lead and serve. This year we have a Head Boy and Head Girl, as well as three House Leaders for each of our four Houses. House leaders have shown leadership and responsibility in planning for, and running, activities at the school picnic; they have also led some school assemblies, spoken at our Open Evening and have initiated an Art Club at lunchtime for younger students. The Head Boy and Girl have leadership roles in assembly, with Meet and Greets (eg: Open Day) and in the playground as supports and role models. This year has seen the establishment of a Sports Captain. All Tiwai students have opportunities to serve and/or lead in other areas of responsibility. Tiwai students take turns to serve as a "visible presence" in the

playground at morning tea and lunchtimes, giving up their time to help solve small problems and play with the younger ones; each pair of “playground leaders” serves for a two-week period. Year 7 and 8 students also serve in other capacities, such as on the Assembly Tech. Team and as Wet-Lunch-Monitors, supervising younger classes inside at break times in wet weather.

**Education Beyond the Classroom:** Tiwai students enjoy some quality EOTC (Education Outside the Classroom) opportunities. We began the year with personal challenge and confidence building at Tree Adventures (see more below). This cycle of learning also includes a Steam Trip where students carry out water quality testing, two off-site PE opportunities (developing skill/confidence at Clip n Climb in Term 3 and learning swimming/water safety at Phillips’ Aquatic centre in Term 4) and an end-of-year camp at Kauaeranga Valley Christian Camp, in Thames.

Students with a strength in Sports represent the school at ACS interschool sports events.

These students also have the opportunity to attend a weeklong Sports Camp at Totora Springs, where they compete against other intermediate schools. JCS combines with Elim MAC to send a team to this camp; Vicki Morris, who is leading the JCS team, is currently working with these students every Friday after school to prepare them for competition.

Students not attending Sports Camp enjoy a special S.T.E.A.M. week. This week includes hands on activities including Technology, Art and Craft. The Technology focus this year is on gears – learning about spur and bevel gears, modelling gear systems using K’nex and building a wind powered ‘strandbeest’ model. [LINK](#) [LINK](#)

Tiwai students are offered rich and varied learning experiences.

## Weaknesses

**Written Language:** One of the academic weaknesses of this cohort continues to be written language. In general, the level of written fluency is lower than it should be, with some students still writing sentence fragments and/or run-together sentences. For some students, punctuation continues to be a challenge. General clarity and full expression of ideas also needs improvement. These challenges, as well as a general lack of understanding and vocabulary to talk about sentence structure – identified as a problem in the 2021 Tiwai Annual Report – are being addressed by the introduction of Writer’s Toolbox (see comments below). Writing and Reading planning also intentionally includes activities to develop oral language, for the purpose of scaffolding written language. However, it is encouraging to see that there is a growing number of Tiwai students in this cohort, who are writing confidently *above* the expected level.

**Attendance:** Learning has been significantly disrupted by covid and isolations in Term 1 and by long absences due to sickness (flu) and isolations, in Term 2. We are seeing longer absences than is usual, with some students absent due to sickness for longer than a week at a time. It is understood that, in this pandemic climate, this cannot be helped. Inconsistent attendance, by a few students, for unjustified reasons, continues to be a challenge, by limiting the progress that can be made.

**Performing Arts:** Loss of the Music Room and accessible instruments could potentially hamstring our Music this year, as ESOL teaching has needed to move into this room until a relocatable is moved onsite for them. We have adjusted the Tiwai timetable, moving Music from Term 3, into Term 4 in the hope that the relocatable will be ready for ESOL by then. Long term, there is a need for a dedicated, properly set up Performing Arts space that can be used for both Music and Drama.

Looking forward, a release teacher with special skill in Drama (or willing to *undertake PD and upskill in Drama*) would benefit the intermediate Performing Arts programme. Release staffing needs to be intentionally targeted to provide specialist subject teaching for Tiwai; in practice, this means that Tiwai needs to draw on *several different* skilled release teachers.

## Opportunities and Initiatives

**Personal Challenge:** A new addition to the Tiwai EOTC programme, this year, was the beginning-of-year trip to Tree Adventures, in Woodhill Forest. This proved to be a rich learning opportunity. Prior to this trip, students ranged from terrified to extremely confident; the multiple climbing levels provided an excellent range of scaffolded treetop activities that both gently encouraged the timid and challenged the confident. Apprehensive students were very well supported, and it was a delight to see them meet personal challenges, gain confidence and gain pride in their achievements. The smart carabiner system made this activity very safe. This very successful event is worth putting into the two-year cycle to be repeated biannually.

**Digital Tools and Platforms:** Students work confidently on digital platforms both independently and collaboratively; they use digital tools and apps such as Quizlet, Google Docs, Google Slides and Canva to consume and produce digital content.

The extended lockdowns of 2021 had a significant impact on classroom pedagogy, in terms of the way digital tools and platforms are used to curate, deliver and support learning. The use of Google Classroom to deliver student learning programmes was well developed, during the Lockdowns. We are continuing the use of this platform as a normal part of learning delivery. Extensive use was also made of Google Slides, to curate and deliver resources, learning tasks and instructions.

Tiwai teachers are now spring boarding from the learnings of the lockdowns and the use of Google Slides (linked to Google Classroom) to the development of Google Sites for curating resources\* and delivery of learning. Google Sites has the advantage of being easier to archive and reuse, than Google Classroom, making it a more effective tool for setting up units of work. Feedback from students clearly indicates that our learners are also finding the Google Site format clearer and easier to use, as well as enabling students isolating at home to keep in touch with classroom learning. By using Google Sites to deliver *onsite* classroom learning, students are developing familiarity, confidence and independence with this delivery format; this provides a way for motivated students suddenly isolating at home to keep in touch with learning going on in the classroom. Google Sites are currently being developed for use in Maths, Reading and Inquiry. This development will be ongoing over the next couple of years, as setting up these sites and resourcing them digitally takes a considerable amount of teacher time.

*\*A large percentage of texts (both word-based, still images and video texts) are now made accessible to students in digital format; links to online platforms and programmes are also on the Google Site. This allows students working from home to access a reasonable percentage of the learning resources being used in the classroom.*

**Writer's Toolbox (WTB):** As part of the JCS professional development initiative targeting writing across the school, teachers in Tiwai are upskilling in the pedagogy of sentence construction, paragraph and text structures and writing style. This involves implementing hands on sentence construction using the WTB Sentence Train (a new resource purchased this year for every classroom) and the use of an online teaching and learning programme. Students are finding both the Sentence Train and the online WTB programme, helpful and engaging. Able students are already making independent use of the inbuilt AI feedback to make improvements to their writing. The implementation of this programme is in its fledgling stages but promises to be an enriching pedagogical change. [FIND OUT ABOUT WTB HERE](#)

**Subject Acceleration:** This year we have three Year 7 students who have been subject accelerated into the Year 8 mathematics class. This is working well for these students; subject acceleration was clearly a necessity for them, and they are all operating in the top 25% of the Year 8 class (as should be the case when students are subject accelerated). The success of this is encouraging. Subject acceleration of Year 7 students into Year 8 Mathematics is a new initiative; this is setting up a pathway to provide for mathematically gifted students, in Tiwai. The challenge next year will be the additional workload and logistics entailed in establishing a full Year 9 maths programme, for these students, within a 2023 Year 8 cohort of widely mixed mathematical ability.

**Specialist Subjects:** There have been some positive steps towards the provision of specialist subjects, this year.

**MUSIC:** This year we have been able to include Mrs Baird, as a Tiwai release teacher, to provide specialist Music.

**FOOD TECHNOLOGY:** This is the first year that we are offering Food Technology in the new Kitchen. Mrs Smilde has given generously of her time to upskill herself – in order to provide Tiwai with Food Technology – through her own personal research and collegial contacts; she now has an inaugural programme in place, ready to be rolled out this term. As Food Technology is a highly specialised subject, some additional formally sourced PLD, for Mrs Smilde, would be helpful (at the right time).

**WIDER TECHNOLOGY OPTIONS:** some gymnastics with the 2022 timetable has enabled us to timetable in 5 blocks of Technology this year: Block Coding (Sphero Robots), 3-D Printing, Food Technology, Hard Materials (wood) and Hard Materials (metals). This has increased the number of options offered for Tiwai Technology from four, to five.

- The opportunity of being able to better tailor Tiwai release staff has been a positive step towards staffing specialist subjects for our Year 7 and 8 students; even earlier forward planning of targeted Tiwai release teachers and Tiwai timetabling (eg: at the end of Term 3, rather than the end of Term 4) would be welcome.



## Threats

Expectations of the “new normal” of teaching: The continuing pressure of teaching through the significant disruptions, demands, illnesses and staff shortages of the pandemic is significant. Increased digitisation, ‘hybrid’ learning and operating in the long-term situation of these unusual circumstances, creates additional challenge. This additional challenge needs to be mitigated.

Students arriving in Year 7 with significant core learning challenges: Some students, who come to JCS in Year 7 from other Primary schools, are seriously behind in their learning. While differentiating the learning programme, and small group teaching to accommodate a range of abilities is a normal part of teaching practice, students who arrive with very limited reading skills need expertise that is beyond the scope of the intermediate classroom programme. Students coming into Tiwai from outside the school can present a challenge in terms of the extent of the differentiation they need in their learning programme; in real terms this can necessitate the delivery of a completely separate remedial learning programme. An example of this would be a student who is reading at Curriculum Level 1 and is unable to decode basic reading vocabulary.

- Research may be needed around decodable reading materials pitched at older students, and suitable resources purchased.
- An alternative mathematics programme needs to be sourced for students who are operating at a very low level, to scaffold rapid advancement
- Access to the more advanced functions of Google Read and Write, may be useful for these students; there may be a cost for this
- The provision of audio texts is already something we regularly use to scaffold participation in the regular classroom programme

Potential for Unsafe Learning Spaces: Having large amounts of students in spaces where the need for smaller numbers is a clearly identified issue (due to the nature of tools/equipment being used, the nature of the tasks being undertaken and the need to close supervisions of tool/equipment use), is a threat to student safety.

- The Technology Space and the Science Lab need to have a **student number ‘ceiling’, to mitigate the risk of** these learning spaces. The Science Lab at JCS is relatively small, having been designed to **safely accommodate up to 20 students.**
- It is expected that this challenge will need to be met in the relatively near future, as larger numbers of students move up the Primary and into the Intermediate. It would be helpful if a student ceiling number for these specialised learning spaces was put in place, **so that solutions can be forward planned.** A potential solution would be a three-way, specialist-classes rotation that includes both Technology and Science.

Non-Compliant Lab: Although we are blessed with a purpose-built Science Lab, it is not yet fully safety compliant.

- The lab should have hot water on tap
- Sinks need to be large enough and taps high/accessible enough for proper hygiene and cleaning of equipment; provision for properly drying hands (eg: a paper towel dispenser) should be made
- The lab needs to have a suitable, compliant space for storage of chemicals

## 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.

Daily Discipleship: The Daily Discipleship unit for each term centres around an overarching characteristic of God (Big Idea), and unpacks a school value (Love, Faith in Christ, Hope, Truth). For example: this term the Big Idea is “God is faithful to His promises, and we are called to be faithful to live what we say believe, as followers of Jesus Christ”. We will be unpacking this ‘Big Idea’ as we use Route 66 (see below) to explore the Biblical narrative from Judges to the Divided Kingdom; we will see God’s faithfulness in His dealings with Israel. The JCS Value we are unpacking is TRUTH. We will learn how the unchanging nature of God relates to His continued faithfulness to His covenant with us, and His



promises, even in the face of our unfaithfulness. We will learn about the role of archaeology in verifying the truth, and historicity of Scripture.

Route 66: This year we have begun a two-year trial of a new Bible study curriculum called [Route 66](#). This curriculum takes students on a journey through the 66 books of the Bible with the purpose of giving students an overview of the whole of the Biblical narrative and making connections between the Old and New Testaments. This year we are working through the books of the Old Testament, and next year we will move on to an overview of the New Testament. We are finding that the material presents opportunities to explore overarching ideas such as God's faithfulness, His plan to redeem His people and the work of Christ on the cross, that are connecting threads throughout the whole of the Bible; the learning activities lead to deep and rich discussion. The Route 66 programme is augmented with additional teacher created learning that delves into ancient civilizations and cultures, events and geography to add context, deepen understanding and increase engagement. Both Miss Dalton and Mrs Mackie are finding this curriculum to provide rich, challenging learning for students.

Memory Verses: These 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 are awarded a special certificate.

Prayer: 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.

Outworking of Faith: 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. This year students have the opportunity to outwork their faith in a practical way by active participation in our fundraising projects, to raise money to help bring clean water to developing countries.

## 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 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 Māori achieving as Māori.

In Tiwai, profile is given to honouring Te Reo and respecting tikanga (Māori protocols, practices and concepts) as a normal part of the classroom environment. Senior Tiwai students are leaders in Kapa Haka as both 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 Māori students leadership positions in Kapa Haka first; if they choose not to take up these roles, they are then offered to others. All students from Year 3 up can be part of the Kapa Haka group, although Māori 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. Tiwai students who identify as Māori are achieving similarly to their non-Maori peers, with one 'at', one 'below' and two 'above' the expected standard.

In addition to planning being looked at through a Biblical lens, Māori worldview, tikanga and perspectives are related to the Inquiry topic. Opportunities to explore Māori heritage and perspectives are designed into the planning of units of work.

All JCS teachers are involved in a programme of ongoing (weekly) PLD to upskill in teaching Te Reo and aspects of Māori culture. Students have all written and presented their mihi and are working on learning oral vocabulary and developing confidence using phrases to hold short conversations in Te Reo. The Te Reo learning programme for Tiwai

is based on the PLD received weekly and also on the online *Education Perfect* programme. Te Reo is taught weekly by Miss Dalton (Kōtukutuku class) and Mrs Smilde (Nīkau class).

The Tiwai teachers seek to create a *family culture* in their respective classrooms, where students feel accepted and supported by one another and work collaboratively.

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 provided by an outside teacher, on-site, during school hours eg: piano
- Kapa Haka
- Specialist teaching in PE, in addition to off-site options in Climbing and Swimming
- Sports Camp option and opportunities to participate in interschool sports competitions
- Specialist Food Technology, Hard Materials Technology and Geography teaching
- Practical, hands-on learning in: Food Tech., Hard Materials, Science, Inquiry, Geography
- 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, practical inquiry response
- Integration of digital technology via online learning platforms, apps and digital tools
- Audio texts to enable full participation in the classroom programme, for students with literacy challenges
- Differentiated learning materials and learning activities
- Increased use of tailor-made digital platforms to deliver the learning programme and support isolating students
- Extension learning built into Google Sites, to engage and stretch more able learners
- Subject acceleration in Mathematics, for gifted students
- S.T.E.A.M. week
- On-site counselling offered to students with emotional needs

## 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.

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 PLD 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 for Reading and Mathematics.

## 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 competence, 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, resources and assignments posted by the teacher and are developing an increasing level of independence in working with digitally delivered learning via teacher made Google Sites (as outlined above). Students confidently use shared Google Docs and Google Slides to create original material and to work collaboratively.
- 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 *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; parents are communicated with via email and digital letters home. Kōtukutuku students receive notices and homework via a 'homeroom' Google Classroom; Nīkau notices and homework are communicated via both a 'homeroom' Google Classroom and Nīkau's own classroom website. Students are able to confidently use their school email to communicate directly with their teachers in distance learning situations.
- Significant 21<sup>st</sup> 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 21<sup>st</sup> 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 Curriculum Overview for the Term. 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 Google Classroom (Kōtukutuku). 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.

## 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: We are currently in the early stage of implementing Writer's Toolbox as a Writing programme

- Students are learning to develop their writing, using the online WTB Platform and Sentence Train (see details elsewhere in this report)
- 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

Reading: A number of initiatives and foci are offered in reading.

- **Vocabulary and background knowledge** (two vital areas that scaffold comprehension) are deliberately developed within Literacy and Inquiry learning
- 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, and skills of skimming, scanning and summarising, with the goal of critical thinking about, and synthesis of, texts read.
- 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.
- The use of **tailor-made Google Sites** to deliver reading texts and to scaffold acquisition of vocabulary and background knowledge supports less able readers by providing supportive audial resources and extends more able readers by offering related texts and extension learning tasks.

Mathematics: The mathematics programme is planned to support mastery of the JCS Mathematics Progressions

- Mathematics at NZC Level 4 has a notably greater emphasis on Strand than it does in the Primary school; Number and Strand receive a 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 textbook driven, with resources sourced from Prime, NMC, and other materials.
- 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 is partly integrated into Technology
- Learning focusses on the development of conceptual understandings, skills and the use of specialised equipment such as Bunsen Burners, microscopes, retort stands etc.
- Meaningful hands-on learning experiences are provided
- 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 Tinker CAD to create 3D designs, which satisfy the requirements of a given brief. These designs are then created on the 3D Printer. This unit of work is taught this year by Linda Baird
- **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 Mackie
- Understanding of data storage using binary digits (bits) is covered in Year 8 Mathematics

**Technology:** The JCS Technology Programme is in its fledgling stage of development, as our new maker Space facility was not fully used last year, due to lockdowns. Peter McDonough works with our students as an experienced specialist Hard Materials Teacher. Margaret Smilde is teaching Food Technology.

- **Hard Materials** develops skills in designing, building and safe use of a variety of hand/power tools. Students work with wood and metals. This year they designed land yachts and made pewter jewellery.
- **Food Technology** : this term sees the inaugural Food Tech programme, will a focus on kitchen hygiene and safety, food preparation, baking and cooking.

**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. Miss Tato trains these teams.
- Students with sports ability also have the option of attending Sports Camp at Totora Springs

## 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 Tiwai Literacy and Mathematics Progress Indicators which link to the NZ Curriculum. Learning Intentions across all subjects are articulated in the form of WALTs (We are learning to . . .). The Learning Progress Indicators are used to inform the planning of programmes of teaching and learning.

- Tiwai's WALTs for Reading and Mathematics were reworded and formatted into a table, at the end of 2021, to achieve clarity of coherence across curriculum levels. These tables of **Progress Indicators** are an essential part of our unit planning; WALTs specific to the learning intentions of each unit are lifted directly from the Progress Indicators and incorporated directly into unit plans. Learning tasks are then planned, to develop mastery of these WALTs. These WALTs are then used in reports, to inform parents of progress and next steps.
- Tiwai has a table of detailed Writing Progressions in language that students can understand. These are currently used to guide the writing of WALTs and to assess against for reporting. As part of the school-wide upskilling in Writing, these progressions will be rewritten as Writing Progress Indicators, and aligned to both e-asTTle and Writer's Toolbox. The new Writing Progress Indicators will also be used as indicators for reporting on progress and next steps. WALTs are articulated in writing tasks and checklists set on WTB.
- 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 – as the use of Google Sites further develops, WALTs will also be set out on the site, alongside the learning tasks.

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, marking of work and instant, ongoing feedback during instruction using 'fist-to-five'.

Tracking Student Progress - 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 parents via school reports.

- Summative assessment tools include: PATs, PROBE Reading Tests, e-asTTle Writing Assessments, Maths & Science Unit Tests, Inquiry Rubrics, and teacher-made assessment tools that assess learning against specified Learning Intentions (WALTs) based on the Progress Indicators.
- Summative information is recorded on Excel spreadsheets that form the basis of digital Mark Books, and enable a clear look at results for purposes of triangulation.

Individualised Programmes: 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. These are often modified versions of the main classroom programme. 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.

Grouping: This is used in multiple formats, to support individual need, including needs-based grouping, mixed ability grouping and splinter grouping.

Collaborative Grouping: Students working together to support each other's learning as they progress towards intended learning outcomes – these can be paired or small group situations.

Needs Based Grouping: Small groups of students identified as needing the same targeted instruction to achieve a particular WALT – this is often used in Maths and Literacy.

Splinter Grouping: Classroom instruction is delivered to all students with individuals and groups 'splintering' off as they gain understanding. This approach offers all students the amount of instruction/support they need. Students left until last are those who need further instruction, repeated instruction or instruction given in a different way.

## 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 (Gifted and Talented Education).
- Examples of programmes catering for students with specific learning needs.

In general, 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**.

**Subject Acceleration** is offered to GATE students gifted in Mathematics (as detailed earlier in this report).

In Reading, GATE students are offered additional, more challenging tasks related to the text being explored; more challenging reading texts and novels are provided. Extension work is now being built into the Google Sites being developed.

In Writing, GATE students are stretched with higher expectations in terms of text structures, complexity of ideas, complexity of sentence construction and punctuation; they are working on WALTs at a higher curriculum level on the Progress Indicators.

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.

## 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. All staff are participating in online Te Reo PLD. Te Reo is taught this year by Miss Dalton (Year 7) and Mrs Smilde (Year 8).



## 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 Māori achieve as Māori.

Learning programmes include planning that includes Māori worldview and the bicultural heritage of NZ. Examples of this would include such things as learning about Matariki, Te Tiriti o Waitangi, early Maori migration to NZ, and Inquiry questions that include Maori perspectives related to the topic under investigation. Place names and other Te Reo vocabulary is pronounced correctly. Te Reo words and phrases are displayed in the classroom.

All students have the opportunity to participate in the Kapa Haka group, run by Charmaine Stoffels. This group meets weekly to develop proficiency in waiata (song), haka, poi and te rākau (stick games). A large number of Tiwai students are enthusiastic members of the Kapa Haka group; students have opportunities to perform at school events and the Mihi Whakatau on the first day of each term.

The school is seeking greater connection with local iwi through Māori parents within the school community. Hui with Māori parents provides insight into whanau expectations for Māori to learn as Māori.

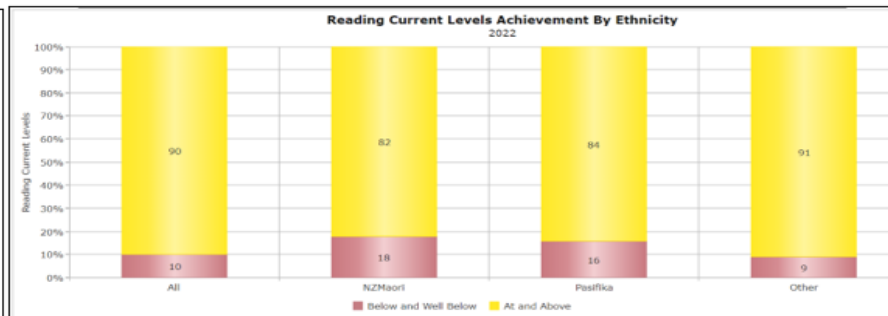
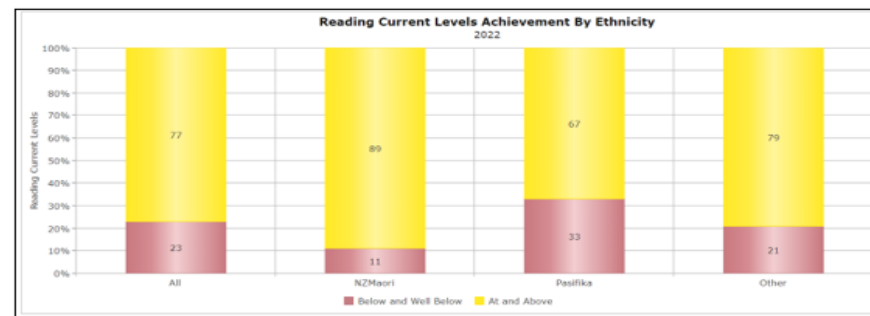
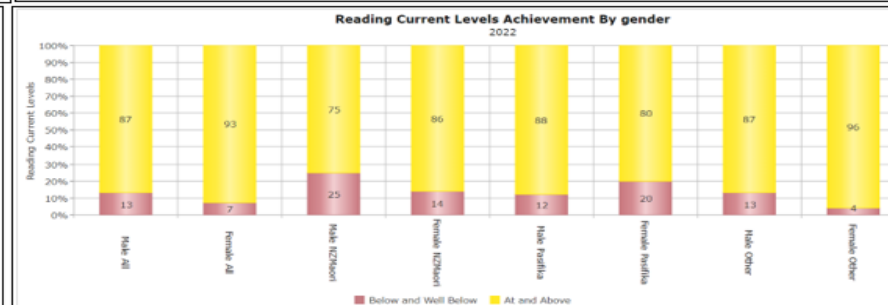
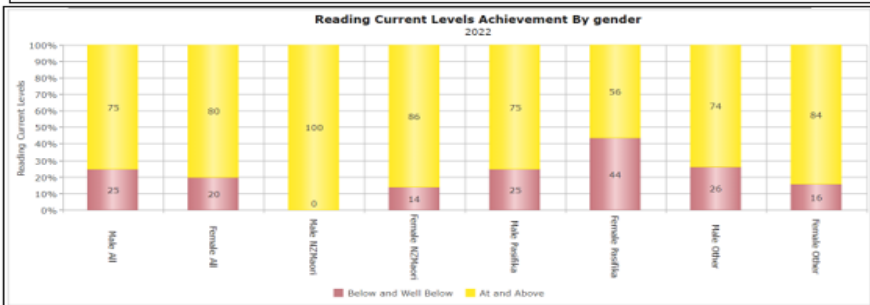
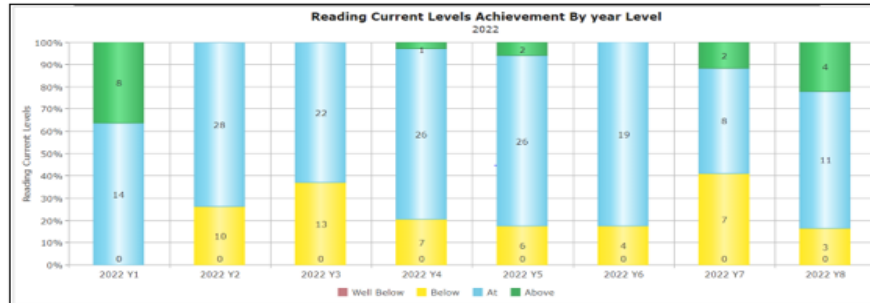


# CURRICULUM LEVEL ASSESSMENT DATA 2022

# Progress Achievement 2022 - Reading

## Term 1

## Term 4



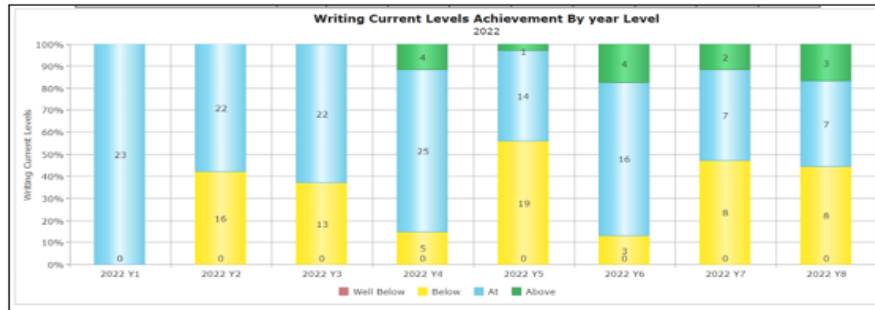
### Reading Achievement Data 2022 Summary:

The School, as a whole, has shown significant improvement in Reading levels across all year groups in 2022, with a greater number of students achieving above and less achieving below the expected curriculum level in Term 4. 77% of students were achieving at or above the expected curriculum levels in Term 1 and in Term 4 90% are achieving at or above. Male students are doing slightly less well than female students.

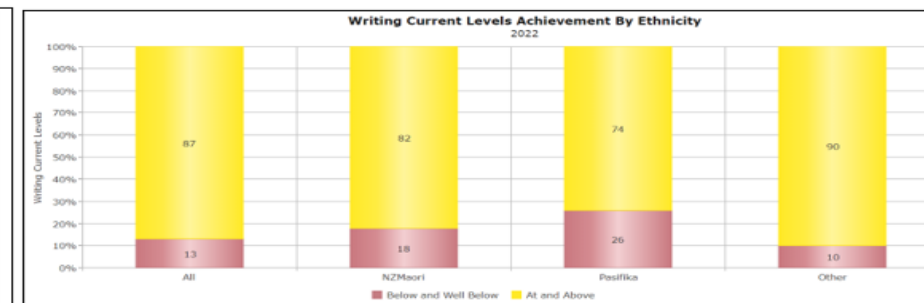
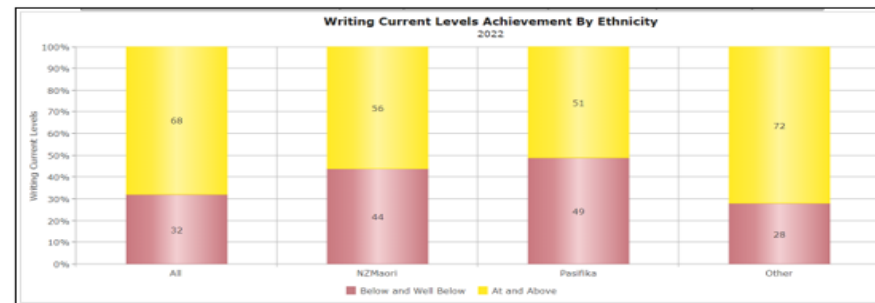
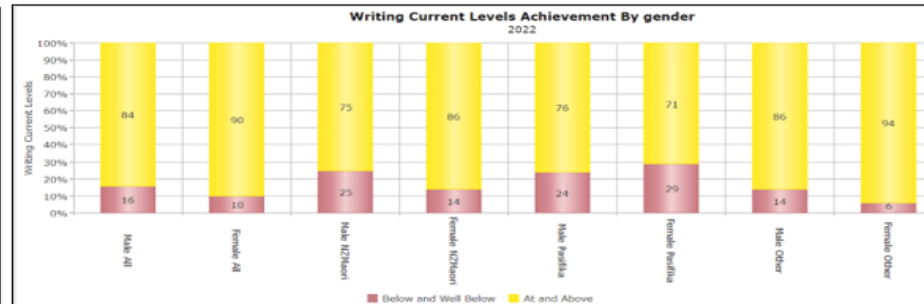
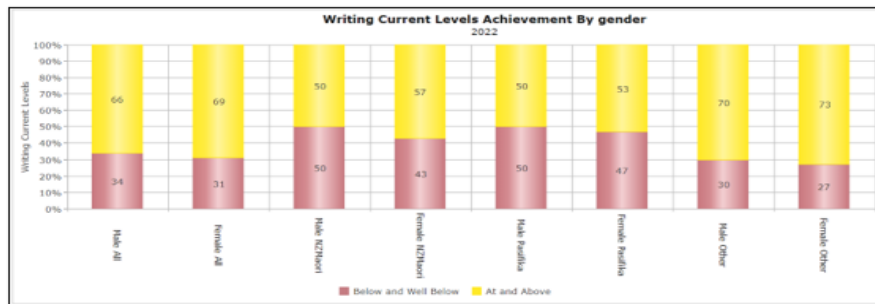
Māori students are doing slightly less well with 2 out of 11 students achieving below the expected curriculum level by the end of 2022. In Term 1 there was 1 student out of 9 achieving below the expected curriculum level. The Pasifika students have made significant improvement with a greater number achieving at or above the expected curriculum level, with 11 out of 35 in Term 4.

# Progress Achievement 2022 – Writing

## Term 1



## Term 4

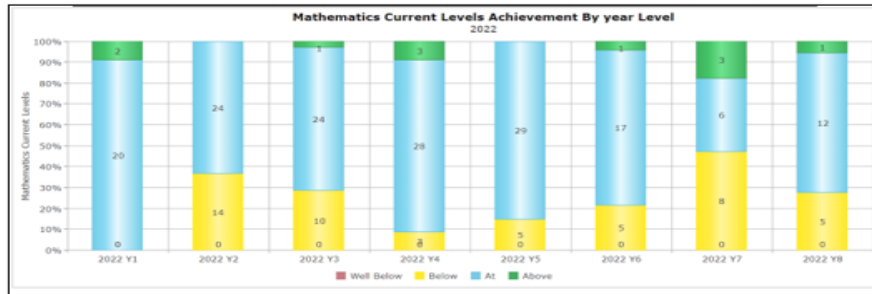


### Writing Achievement Data 2022 Summary:

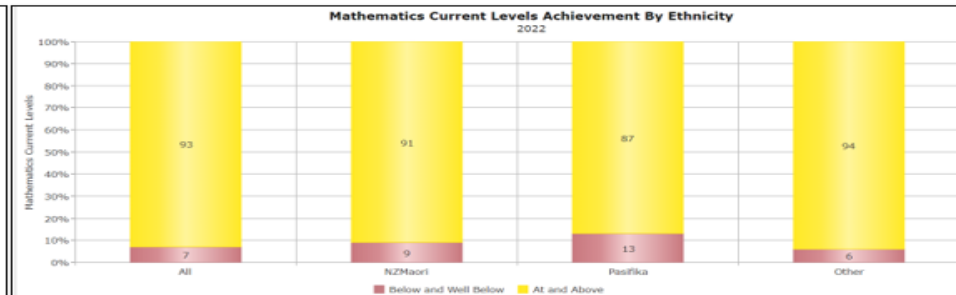
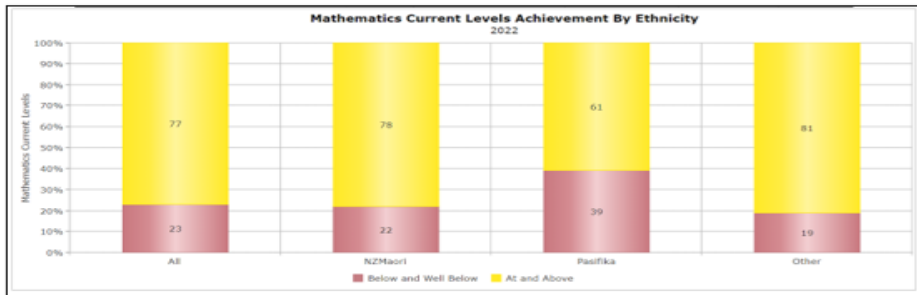
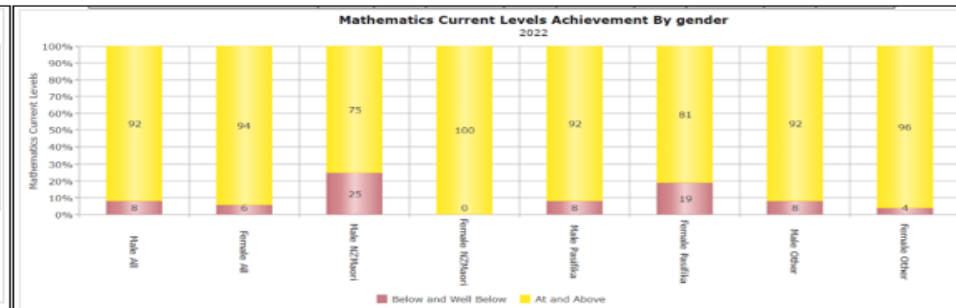
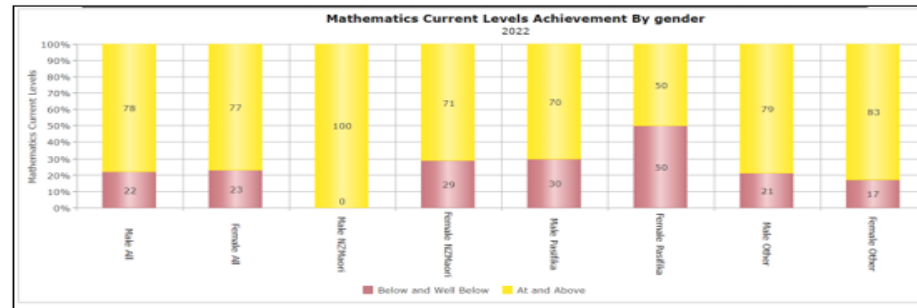
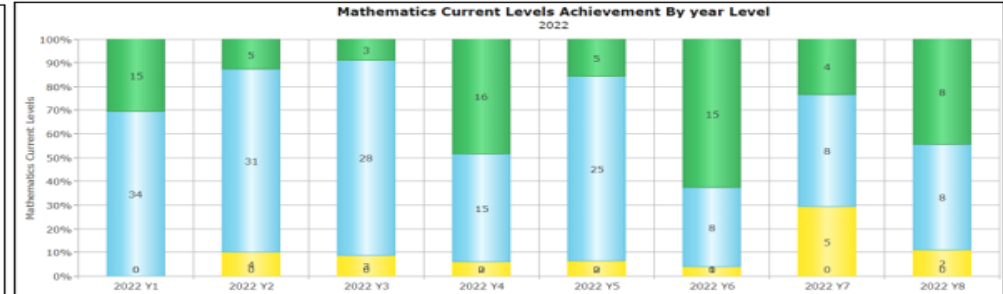
There has been an improvement in the achievement of Writing across all year levels in 2022. In Term 1 68% of students were achieving at or above the expected curriculum levels. This increased to 87% in Term 4. The boys, as a whole, are achieving slightly less well than girls in the area of Writing. The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

# Progress Achievement 2022 – Mathematics

## Term 1



## Term 4



### Mathematics Achievement Data 2022 Summary:

As a whole, there has been significant improvement across the school in Mathematics with 77% of students achieving at or above the expected level in Term 1. This increased to 90% by the end of the year. There is little difference between the achievement of male and female students in Mathematics. Māori and Pasifika students have made significant progress through the year in the area of Mathematics.



# SCHOOL TARGETS 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 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	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"> <li>• Leaders of Learning meet specifically to monitor progress of target students.</li> <li>• Meetings will be held at 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 home notes. Parent meetings and emailing.</li> </ul>
The Leader of Numeracy will inquire 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 Leader of Numeracy'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>
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### 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.