



Jireh Christian School

Annual Report

2023





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Introduction

A Year in Summary

Another year of exciting and stimulating learning opportunities has come to an end. We are once again surrounded by the evidence of God's immense faithfulness to us as we reflect on a happy 6th year in the life of JCS.

Tiwai has been involved in so many great initiatives this year as part of their specialised learning programme which prepares them so well for college. The year started with team building and leadership training at Tree Adventures in Woodhill and a trip to MERC, where they overcame their fears and learnt to work together to solve problems. Leadership roles were awarded, and positions of responsibility given to our intermediate students. They went rock climbing and represented JCS at a number of sporting events in various disciplines. The highlight of the year was the trip to the capital city where they sat in Parliament and debated current affairs, taking on political roles in the chambers. Sports camp gave those with a particular talent in this area the opportunity to compete in a wide variety of sports over several days. Those who stayed at school enjoyed a WoW (Week of Workshops) where they did some specialised activities in the area of the arts and science.

On the sporting front students and sports teams have been coached and competed in athletics, cricket, soccer, cross-country, table tennis, netball, basketball, swimming and t-ball. Manu had a special treat when Junky Monkey came with all sorts of interesting equipment to help stimulate creative play. Ika and Wai enjoyed trampolining, Wai went to Jump and Manu enjoyed a series of dance lessons. Tiwai took part in a bike skills course.

Inquiries took us from the historical buildings and streets of Avondale and the Whau area to the Chelsea Sugar Factory, as we learnt the science behind the different states of matter and what causes them to change. Learning about space involved rocket making and launching them on the field and visits to Stardome. Our budding inventors enthralled us with their inventions at expo day, showcasing some incredibly creative ideas. They also visited MOTAT to view how inventions have improved over time as technology gets better and better. New beginnings and the bountiful blessings God provides through the fruit of the soil was celebrated at Matariki. The Year 6 students were involved in a leadership programme run by Growth Culture to prepare them to be the leaders of the school next year. The announcing of the house points is a hot favourite at assemblies on Friday mornings and the winning houses enjoyed yummy pizza lunches each term.

The extra curricula activities have included chess at lunch times, itinerant music and drama lessons, which a number of our students have taken part in. The music lessons are showcased in several concerts at the end of the year where our talented musicians perform what they have learnt. The school band leads the school in worship on Friday mornings as a number of young people play a variety of instruments.

In the missional arena the Year 5 students learnt about being a Christian in persecuted lands through Asian Outreach. We continue to support Benimana from Rwanda, through TEAR FUND, by holding Mufti Days. Tiwai students made soup for Feed the Streets, Avondale. The Manu

team brightened the hearts of many elderly rest home residents through carolling and bringing Christmas cheer. The JCS community gave so generously to support the 'I Love Avondale' Christmas drive. Funky hair, Fancy Feet and Sneaker days raised money for those who suffer from diabetes and in support of the Year 7 and 8 trip to Wellington. We had our very first nativity scene float at the Avondale Christmas Parade, declaring Jesus, the reason for the season.

The teachers have been part of a number of professional learning programmes to equip and support them in the areas of literacy, te Reo Māori and teaching with a Biblical world view at the forefront, to help create an authentic Christian community of learning. Next year we are rolling out the JCS wellbeing framework. This has been a piece of work the staff have been involved in for quite some time, as part of our kahui ako, (community of learning) focus. The Daily Discipleship, Health & PE and Drama curriculum will intentionally have the wellbeing framework woven into them.

We held a fono in Term 1 where we presented the JCS Pasifika Education Action Plan which has been developed from parent and staff voices and the national Pasifika Education Action Plan. Māori whānau met to korero and do the very important mahi of writing our own school pepeha and haka, both of which will be used next year to welcome manuhiri onto our kura as part of the pōwhiri each term.

One of the most special things about JCS is our tapestry of beautiful and diverse cultures. These all enrich our lives and help us see the world through a much more interesting and colourful lens. Cultural week is one of the most wonderful experiences our students have. It opens their eyes to the world and takes them to places they have not been before. Language weeks are another way we learnt about each other and how we express our cultures.

The PA have been very busy organising fabulous community events for all to enjoy. A Movie Night, Walkathon, Family Fun BBQs, a Quiz Night and, of course Grandparents Day which is always a huge blessing, highlighting the important place both children and our elderly hold in the Kingdom of God.

We welcomed 78 new students and 58 new families this year and are now at our maximum roll of 300 with a waiting list. Early in the new year we are expecting a new relocatable with 2 learning spaces to be ready to use.

The Year 8 students were farewelled at a formal and very moving graduation dinner. The year ended with two Awards Ceremonies to celebrate hard work, diligence, Christian character and excellence in areas of the curriculum.

Our hearts are grateful for the support we enjoy from our parent body, without which we could not do what we do. This has been another year full of blessing, community and growth.

Yours in His service
Sandra Bosman
Principal



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 300. This is a unique Christian Community of Learning made up of students from a wide range of backgrounds and cultures. Students travel to the 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.



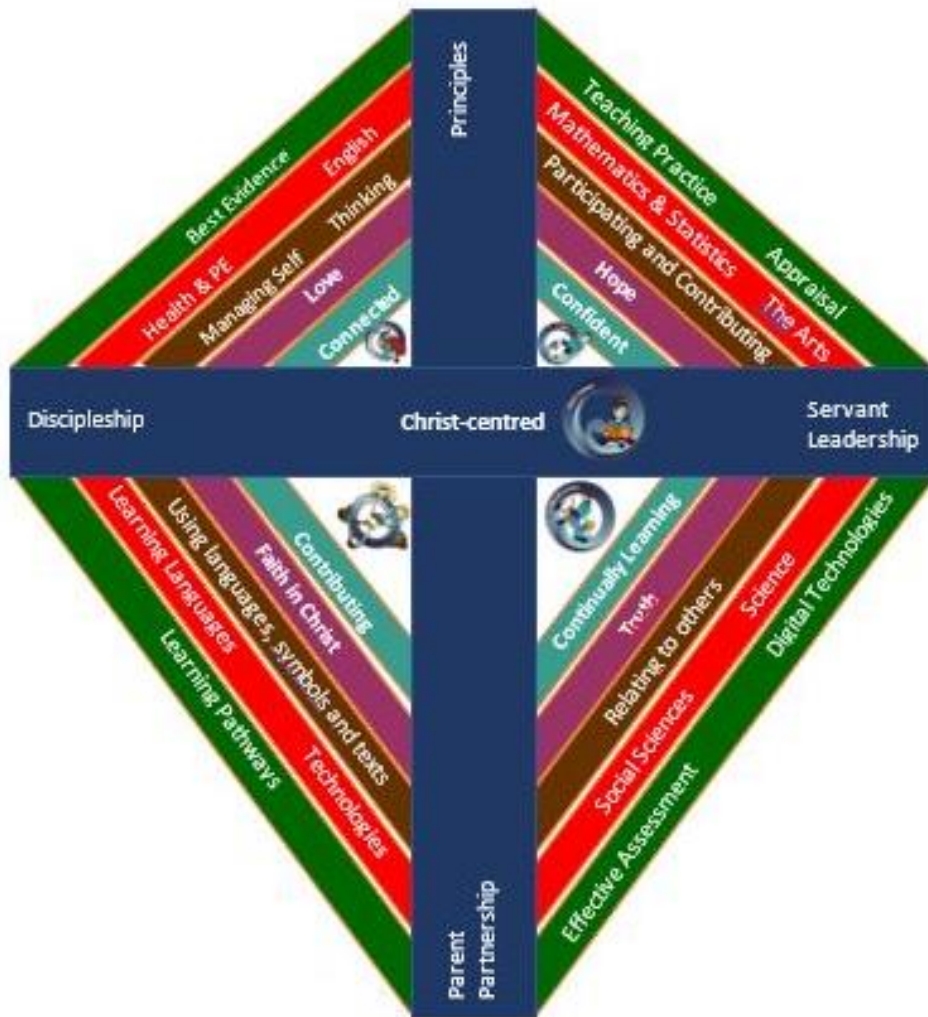
Motto

"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



Values





Vision for a Jireh Christian School Graduate

The vision for a 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.



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.



CONTINUALLY LEARNING | be able to

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



CONTRIBUTING | be able to

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



CONNECTED | be able to

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



Principles

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 the 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 the 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 the 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 MĀORITANGA?

- 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 Māoritanga programmes at the 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?

- The School will employ a fluent Te Reo speaker to give full immersion instruction where requested.





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. Create a culture of wellbeing informed by Scripture

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 Māori 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

- Grow teacher understanding of wellbeing as seen through the lens of Scripture
- Equip teachers to weave wellbeing into school life
- Develop a mechanism to measure wellbeing

Success

Pasifika, ESOL and Māori students are achieving academic success.

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

Wellbeing Framework embedded and evident in school culture

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
Strategic Goal 1 Academic Success for All Learners	<ul style="list-style-type: none"> Develop and embed a whole school approach to ESOL learning Implement the Pasifika Education Action Plan Strengthen the learning environment and connections for Māori learner success 	Develop and implement a co-ordinated whole school ESOL plan Staff and Pacific Parents gain an understanding of the Pasifika Education Plan Staff and students learn about the whakapapa of te Whau. Staff te Reo Māori capability is developed.	Co-ordinated ESOL plan embedded. The Pasifika Education Plan is implemented. School develops its own mihi and haka embedded in the whakapapa of te Whau. Te Reo is taught competently across the school.	Whole school co-ordinated ESOL plan added to the induction programme of new staff. The Pasifika Education Plan is embedded and added to the induction programme for new teachers. Staff and students know the school mihi and haka and use it organically as part of mihi whakatau and at formal occasions, gatherings and performances.	% of ELLs achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80% % of Pasifika students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80% % of Māori students achieving at or above the curriculum levels in mathematics, reading and writing * 2022 - 70% * 2023 - 75% * 2024 - 80%	Pasifika, ESOL and Māori students are achieving academic success
Strategic Goal 2 Developing Staff Capabilities	<ul style="list-style-type: none"> Grow leadership capability. Enable and equip staff to deliver a programme of excellence. Embed the JCS Student Outcomes and Key Competencies in all learning (Deferred to 2025 in keeping with the Kahui Ako initiative) 	LoL use the Leadership Capabilities Framework to form an inquiry linked to a specific area of responsibility Develop the curriculum in line with the NZC refresh - Social Science and History Develop writing skills capabilities in staff and students. All teachers are using the learning progressions consistently for reading, writing and mathematics. Teachers gain a good understanding of the key competencies.	Develop the curriculum in line with the NZC refresh - Maths, English and Science Develop a whole school writing programme which ensures consistency. Develop/source an online platform for reporting to parents. The JCS outcomes are reworked to ensure they contain the key competencies/future focussed learning dispositions	Use the StrengthsFinders Programme across the school with all staff Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE Embed a whole school writing programme. Introduce Structured Literacy Years 1-4 A graduate student progress profile rubric is developed and used by students and teachers	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. % Students are achieving at or above the curriculum levels in writing * 2022- 75% * 2023 - 80% * 2024 - 85% JCS student graduate profiles show individual progress	Staff are able to plan and execute effective teaching and learning programmes in learning
Strategic Goal 3 Create a culture of wellbeing informed by Scripture	<ul style="list-style-type: none"> Grow teacher understanding of wellbeing as seen through the lens of Scripture. Equip teachers to weave wellbeing into school life. Develop a mechanism to measure wellbeing 			Teachers have a good understanding of the wellbeing framework and how it is embedded in scripture. The wellbeing framework is evident in various areas of the curriculum. A progress rubric is available for students to self-assess their wellbeing and for teachers to assess student wellbeing.	Survey Learning programmes have the wellbeing elements embedded in them A graduated rubric	Wellbeing Framework embedded and evident in school culture

Strategic Goal 1 Academic Success for All Learners Annual Plan 2024

3 Year Success Metric:

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

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
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 Human Resources Kahui Ako WSL	Term 1 - 4	\$400	Whole school co-ordinated ESOL plan added to the induction programme of new staff	
	ESOL principles form part of the planning document. Refresher spotlights at staff meetings.	Teachers, ESOL team, Within and Across School Leaders	Term 1 - 4		The plan is being embedded across the school.	
	New staff have opportunity to view ESOL principles in action in lessons in the classroom.	Teachers, Within School Leaders				
1.2 Implement the Pasifika Education Action Plan	Regular meetings are set up on Friday mornings between the teachers, learning support and ESOL team to ensure the needs of the ESOL students are being addressed, making adjustments to the programme as needed.	Teachers, ESOL team, Within School Leaders	Term 2 - 3		The Plan is embedded and the achievement of ESOL students is continually improving.	
	The JCS PEAP forms part of the induction of new teachers	Human Resources	Term 1		The Pasifika Education Plan is embedded and added to the induction programme for new teachers	
	Meet regularly to gain whānau voice and to report on actions taken and progress being made.	PI teachers Principal	Term 2 - 4			
1.3 Strengthen the learning environment and connections for Māori learner success	Board Pasifika representative whānau	Principal	Term 1 - 4	Fono Talanoa-\$2000		
	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. Teach teachers and students the school pepeha and haka	LoL, whānau Te Reo Māori- PLD Education Perfect	Terms 1 - 4	\$5000	Staff and students can speak some Te Reo Māori with confidence. Staff and students know the school mihi and haka and use it organically as part of the mihi whakatau and at formal occasions, gatherings and performances	

Strategic Goal 2 Developing Staff Capabilities Annual Plan 2024

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 - deferred to 2025 as part of the Kahui Ako initiative.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
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	\$200	Leadership inquiries lead to better practice.	
	LoLs meet with the Principal to discuss the inquiry, progress and next steps	Principal LoL	Term 1		Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE.	
	Use the StrengthsFinders Programme across the school with all staff who have not yet done it.	Principal LoL	Term 2 - 4	Funded by Kahui Ako	Develop leadership across the school	
		SMT Principal, DP, teachers Strength Finders Coach	Term 1 - 4			
2.2 Enable and equip staff to deliver a programme of excellence	Teachers become acquainted with the NZC refresh for Maths and English through Workshops and TODs to learn about the new curriculum, learning phases and assessment.	Principal LoL	Term 1, TOD	\$1000	Develop the curriculum in line with the NZC refresh - Technology, the Arts, Languages, Health and PE	
	Collaborative planning to include the new curriculum.	LoL Teachers Principal Deputy Principal	Term 3 TOD		The NZC refresh is developed across the school ready for implementation by 2026.	
	The planning template is modified to include the, "understand, know, do" model and the learning phases.					
	Teachers have PLD for writing - Writers Toolbox	Writers Toolbox facilitators Lit Team Teachers	Term 1 - 4	Government Funded PLD	Improved teachers' literacy capability to raise student achievement.	
	Students Year 4 - 8 use the online platform for Writers Toolbox.	Writers Toolbox facilitators Teachers	Term 1 - 4		Increased student achievement in writing	
	The learning progressions for each core learning area are unpacked. Teachers work with others in a team, at the levels they teach.	LoL Teachers D.P. Lit Team	Term 1 - 2		Teachers know and understand the learning progressions for their level.	
	The learning progressions are incorporated into planning and assessment for reading, writing and mathematics	LoL Teachers D.P. Lit Team	Term 3 - 4		Planning and assessment are done in alignment with the learning progressions.	
	The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics.	LoL Teachers D.P. Lit Team LoL Teachers	Term 3 - 4	MOE Funded	A common understanding is demonstrated through moderation.	

	A consistent writing programme is developed and embedded. Structured Literacy PLD for all teachers Years 1-4	D.P. Lit Team LoL			\$50 000	There is a consistent writing programme embedded across the school. Structured Literacy will form the basis of the reading and spelling programme in Years 1-4.
2.3 Embed the Student Outcomes and Key Competencies in all learning. (Deferred to 2025 as part of the Kahui Ako initiative)	Teachers have a think tank around the future focussed dispositions that will allow for success. Teachers work through a book together looking at key competencies	Principal, D.P. Teachers Principal, D.P. Teachers	Term 2 Term 2 - 4		\$500	Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world

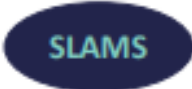
Strategic Goal 3 Create a culture of wellbeing informed by Scripture Annual Plan 2024

3 Year Success Metric:

- 3.1 Teachers have a good understanding of the JCS WBF and how it is embedded in scripture.
- 3.2 Teachers are weaving the WBF into everyday teaching and learning programmes.
- 3.3 An effective measurement tool is used.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
3.1 Grow teacher understanding of wellbeing as seen through the lens of Scripture	Unpack the descriptors of the elements of wellbeing.	WSL Teachers	Term 3 2023 Term 1 2024		Teachers have a good understanding of the wellbeing framework and how it is embedded in Scripture.	
3.2 Equip teachers to weave wellbeing into school life.	Look at ways in which we currently weave wellbeing into the curriculum in staff meetings/TODs. Integrate all the elements- of the JCS WBF, intentionally, into the different curriculum areas such as Health & PE and Devotions. Use community feedback to frame the H & PE curriculum.	WSL Teachers Principal DP Teachers LoL	Term 4 2023 Term 1 2024 Term 1-4 Term 1 2024	\$500	The wellbeing framework is evident in various areas of the curriculum.	
3.3 Develop a mechanism to measure wellbeing.	Design a measurement rubric which shows the state of wellbeing for each student.	WSL Principal Teachers	Term 1		A progress rubric is available for students to self-assess their wellbeing and for teachers to assess student wellbeing.	

Service Leadership Arts Mission Sport



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 2024 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 and Christmas Parade, partnering with Feed the Streets Avondale.

Leadership

2024 - 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 and the fortnightly leadership opportunities. Year 6 students will be part of a Growth Culture programme to grow leadership capability in preparation for becoming the student leaders when in Tiwai.

Arts

2024 – Continue to develop the performing arts in the areas of music, dance and drama. Allowing for platforms and opportunities to showcase these arts in assemblies, Grandparents Day, Awards Ceremonies, Language Weeks and Cultural Weeks and other events the school has. Organise a flash mob to perform at school family BBQs.

Mission

- 2022 - 2024** - Supporting TEAR Fund child.
- 2022** - Market Days for mission fundraising- Asian Outreach
- 2022 - 2024** - Perform at the "I Love Avondale Christmas Party" and Avondale Christmas Parade

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
- 2024** - 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>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.</p>	<ul style="list-style-type: none"> - Through the Child Friendly and Wellbeing surveys students are able to voice their concerns around bullying and discrimination by anyone at school, teachers and peers. The results are collated, and suitable programmes are set up to address problems. - The Jireh Way and Values express the intrinsic worth of each child, made in the image of God. - Cultural Week is held once every 2 years to give value and honour to all the diverse cultures in our community. The parents run the week and the students dress up in the culture of the day as we celebrate our uniqueness in the unity of our common faith.
<p>Have high aspirations for every learner and ākongā and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.</p>	<ul style="list-style-type: none"> - Parents are consulted as Pasifika, Māori, Asian and Pakeha, acknowledging that priorities may differ for different cultural groups, and all are given the opportunity to share their desires for their children. Consultation is done in cultural groups at meetings, through WeChat for the Chinese parents, at Hui and Fono for Māori and Pacific Island respectively and online surveys. - 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. - Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning. - 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. - 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.

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

2. Barrier Free Access How JCS is focussed on achieving the NELPS	
<p>Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.</p>	<ul style="list-style-type: none"> - The Senco, together with the teacher, establish who the students are who require additional help and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning. - SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary. - Students have access to counselling at school. - Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom. - ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student's exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.
<p>Ensure every learner gains sound foundation skills, including language, literacy and numeracy.</p>	<ul style="list-style-type: none"> - 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. - Staff are doing Te Reo Tuatahi programme (2022 - 2024). This PLD leads into the classroom through tikanga and te Reo Māori lessons.

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

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

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning	<ul style="list-style-type: none"> - Teachers have PLD around tikanga Māori and Te Reo. This learning is applied in the classroom. What is learnt and done in class is also informed by the termly korero whānau hui. - Teachers use the cultural competencies as found in Tataiko and Ka Hākitia. - An annual trip to a local Marae is planned.
Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.	<ul style="list-style-type: none"> - All middle managers have a leadership inquiry directly related to the strategic focus of their area of the school. We are using the Leadership Capabilities Framework to guide the mahi. - Teachers are using the school's local Professional Growth Cycle to ensure constant growth and improvement, through collaborative PLD, reflection and buddy coaching.

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

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

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

WELLBEING

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

School-wide climate and practice

Teaching and Learning

Community Partnership

Pro-social student culture and strategies

Maintain an anti-bullying culture

Increase the positive student experience each year.

Increase the positive teacher-student engagement levels each year

Increase the community partnership statistics levels each year

Increase the positive manner in which staff and students relate to each other each year

Decrease any anti-social behaviour levels each year

LEARNING SUPPORT

To raise the overall achievement of all ELL students.

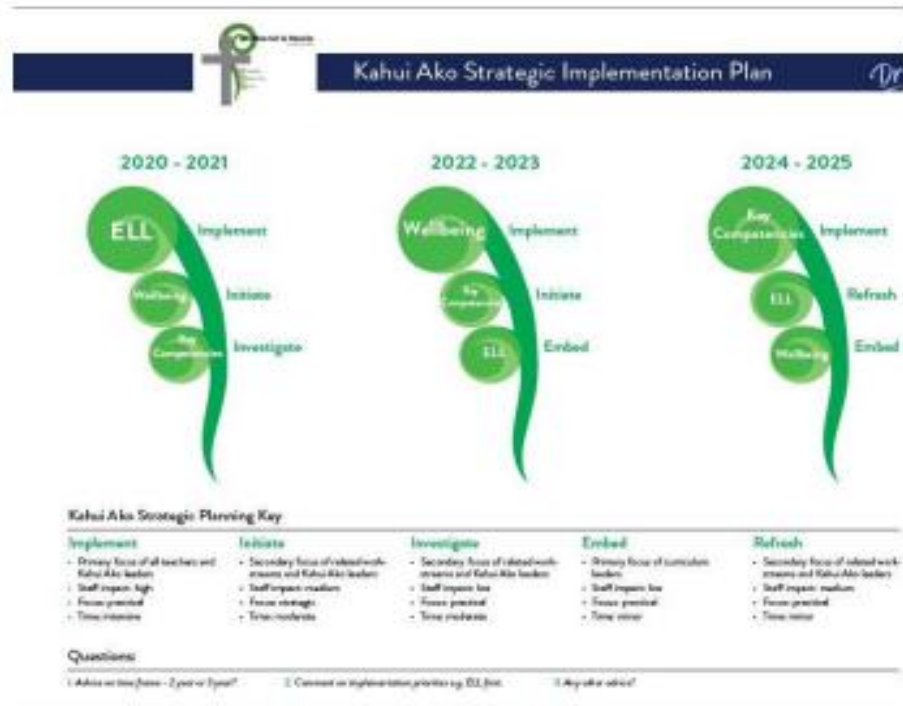
At risk students improve in literacy and numeracy results in their diagnostic assessment each year.

KEY COMPETENCIES

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

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

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



ANALYSIS OF VARIANCE 2024

Jireh Christian School Achievement Targets 2024	
Curriculum Areas:	Writing
Key Competency:	Using Language, Symbols and Texts • Interprets and uses words, understanding their impact on the audience.
Baseline Data:	Overall Teacher Judgements in curriculum levels, using the writing progressions. Writing samples Term 1, 2024 and Term 4, 2024
Strategic Goal:	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing Years 2 - 8 by 5% from Term 1 2024 to Term 4 2024 as per the Strategic Plan.

Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	<ul style="list-style-type: none"> Willingly and confidently share with colleagues.
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"> Leaders of Learning meet specifically to monitor progress of target students. Meetings will be held at the end of term with each Learning Area to discuss progress of focus students. There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.
The Literacy Team will inquire into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> Teacher goals set. Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Literacy Team's leadership goal as framed by the Leadership Capabilities Framework.
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> Differentiated learning programmes will be developed to meet specific needs.
Share bright spots and problem areas	Leaders of Learning / all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> To analyse data, effective teaching and to share good practice.
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> There will be a rigorous moderation process. There will be critical analysis of data and rigorous tracking of target students.
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"> 2024 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction. Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions. Teachers experimenting with, and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD. A positive shift in attitude towards writing, in both students and teachers.
Teachers on a 3 year PLD programme - WTB, 2022-2024	WTB facilitators	Term 1 – 4, 2022 - 2024	<ul style="list-style-type: none"> An embedded school wide writing programme. Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels. Greater student engagement and output in the area of writing.
2023/2024 - Planning			
<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 	



SPECIAL CHARACTER



Special Character

EXECUTIVE SUMMARY

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

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

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

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

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

EXTERNAL 3-YEAR TRIENNIAL REVIEW- TASK FORCE APPOINTED BY THE PROPRIETOR LED BY EOIN CROSBY

An outstanding Special Character review was given to JCS for its implementation of Special Character throughout the School. The 2023 Special Character review is available on the school website.

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

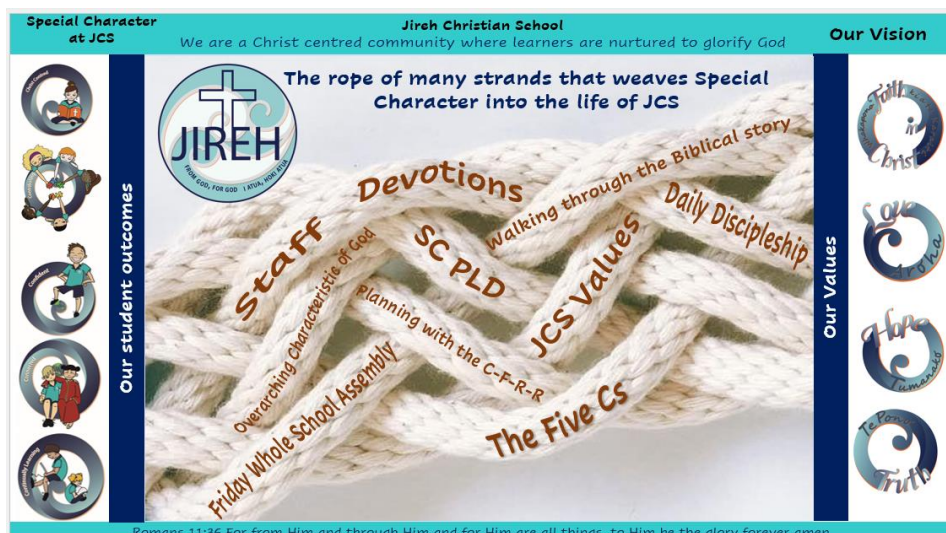
It was felt that it is important to not just know these truths about God but to be challenged to respond to each one. If God is Holy and Wise (and He is) then I am called to be full of integrity and act with wisdom. If God is Peace (and He is), then I am called to live in His peace in the midst of turmoil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

Each term focuses on an aspect of God’s character which is woven into the inquiry learning and elements of the School’s wellbeing framework. 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
2022	<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>
2023	<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>
2024	<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 & Safety</p> <p>Te Reo Māori</p> <p>Property</p>





SCHOOL LEARNING AREA REPORTS

Annual School Report to the Board of Trustees

Year

2023

School

Jireh Christian School

This report needs to reassure the Board 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 Board needs to be made aware of including requests, staffing, pastoral care, strengths, weaknesses, opportunities, threats.

Introduction:

The Manu Learning area comprises of four classes. A new entrant class, (which has started the year with 17 students), one Year one 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 80 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.

We began this year with a serious weather event and so this term has been slow at getting class routines and timetables up and running. This term we have had two days of online learning. This was received well by the new parents, where some of the NE parents participated and uploaded videos of work completed. This was encouraging.

Sadly, I lost my mum this term after a long illness. This has been a difficult term for me.

Strengths:

Our Junior School is growing – Praise the Lord! 11 new students coming next term.

Later this year we will have a new teacher join our team as we open another New Entrant class. We look forward to having her share her expertise with our team.

Kereru and Piwakawaka share the new extension to our deck and we will have a new shed (to be completed). This shed will house our PMP gear that is in the container. This programme will be of great benefit to our students and their learning once this has been set up later in Term 2 or early Term 3.

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 one social event where we were able to get on a personal level with each other. This has been of great benefit. We will continue having one social event per term as a team.

We pray together and commit ourselves, our tamariki and whānau to the Lord. This year we continue to press in closer to God as we experience new challenges along the way.

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. We have completed reading a book called 'The 5 Dysfunctions of a Team' in term 4 and are implementing a high trust model this year. This will mean that all requirements of the teaching profession will be fulfilled and reports etc. due, will be on time.

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 will have rotations over this year in some subjects to give opportunity for the students to work with all teachers in the learning area and to create a strong collegiality among teachers.

We like to give our students quality education whether it is through our platform of ClassDojo or at School.

We have regular meetings. 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 writing curriculum this year led by Naomi who is part of our literacy team.

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 continues to improve this year with the use of Class Dojo. It is effective and in real time.

Each teacher in the team continues to do professional development which links to our personal inquiries, and we aim to upskill each other through sharing our inquiries and the results of these inquiries. Collaborative planning and team reflections on teaching and learning programmes enable us to best meet students' needs.

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 Ongoing Resource Scheme, (ORS) funded students in our team.

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.

Our team are all now using digital- task boards for both reading, maths and writing.

Our daily plan for the students is done through google slides. This sets us up well for the week ahead.

We have introduced the new Histories curriculum this term planning together as a team a wonderful, information packed, programme on our local history of Avondale. This has helped us to consolidate and increase our knowledge and understanding of the history of our local area. This has given us a walk around the Avondale History Trail, looking at buildings and areas of interest. Included in this trip was a ride on the train from Avondale to New Lynn. Parents are very keen to come on trips. We have also had a wonderful time learning about 'Our Cultures' within our classes. Sandra Bosman shared with Manu team the history of Jireh Christian School.

We have a daily fitness programme. 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 own class each day.

Professional development continues 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 continue doing a three-year Te Reo course, increasing both the Kaiako and tamariki 's knowledge of the Māori language. This term the students have written their own Pepeha and over this year they will introduce themselves saying their Pepeha to the other members of the class. Memorising this is important too.

Each term we will continue to have a meeting with parents of new students for the following term. At this meeting we can 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 classes. 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. 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.

Having all stationery at school before the term started for the junior school was amazing. This was a trial, having the school order the stationery, and having it delivered to the school. This way all stationery was the same and no parent had to have stationery returned to them to change.

Assessments, pepeha information about the child, ELL's etc in the primary school continues to go into the children's blue folders. These folders allow the teachers to plan and group children at the beginning of the year. These assessment folders are invaluable and are updated each term.

Checklists continue to be used to by teachers giving them guidelines when planning is due and 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.

Oral language is important with all students, but especially 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 the School. This information is vital to teachers before children come to the School.

The toilets have been painted this year and that has made a world of difference to the aesthetics of the junior school. Now for the yellow hallway to change colour.

Last year we purchased many new PM readers to make sets of 10 of each title. We were also able to choose new titles. The teachers now give out books only to students who bring books back the next day. We record what titles children take home in order to keep track of the books.

One week each term the teachers have been given a 'no meeting week'. This generally coincides with testing week. This allows teachers to mark tests and put results onto eTap. This is appreciated.

The teachers and whānau have had a barbeque night where friendships and community are formed.

We have culture week this week where different whānau are given the opportunity to showcase their cultures. This is a time for the children to enjoy cultural crafts, learn about different cultures, see cultural artifacts and to taste different cultural foods.

We now have a magic junk box for Manu students. The students are able to use this junk to be creative at lunchtimes.

Our Te Reo programme is teaching the students to write Pepeha, to learn the language through phrases and singing, to understand instructions in Te Reo given by the teachers.

Parent meeting at the beginning of the year is invaluable. Teachers share timetables, expectations etc.

Weaknesses:

Teachers have a heavy workload., with lots of assessments each term.

We have lots of meetings before and after school.

- The Leadership Team have a heavy workload and it is difficult for me to fit into my 1 - hour release.
- Parents when interviewed are not revealing learning problems and so this term we have seen two students who have come with needs that we have not been aware of before they have started school. One of these students is in desperate need of a teacher aide (one on one) to learn, and to not hurt students and destroy the classroom walls.
- 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.
- We need some resources for out on the deck, now that we have a place to store them. We would like to do more play learning outdoors. Ideas would be a bigger sandpit, water play etc.
- Our resource rooms are now full and need modernising, painting, and carpeting. Storing of resources is now a huge problem.
- Our hallways and main doors need painting as do the Kereru class cupboards.
- Our School P.E. shed is now at 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 are going to allow them to get equipment out and see how this goes.
- No time to maintain our resource rooms and resources. It would be great for some teacher only days to be set aside for the teachers to spend time in resource rooms. When new books come in, they need putting away, and books numbered, etc.
- We have large numbers of students in some of our classes.
- Tui class and the teacher Miss Sinapilo are finding their classroom claustrophobic. Her class will grow next term due to Kereru class gaining 10 new students and some students going through to Tui class to even the numbers. They just don't fit.
- We would love to see the extension of my deck continue down to Tui class and doors out of their room coming onto the deck. This would give the children an area to work outdoors and an opportunity for the students to do play based learning using the equipment that could be purchased.
- I am aware that the new classroom, once it arrives, will go where the old P.E. shed was. Putting it there is an opportunity for it to join our deck also, bringing the Junior classes together for collaborative learning.
- Teachers not always following the expectations of the leader and following through with what has been asked of them.
- Play based learning needs equipment and resources.

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. 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.
- PM books have now all been scanned. We are able to send digital books home when needed.

Threats:

- Small classrooms with large class sizes.
- Junior school physically disjoined.
- Settling into School, learning routines in the classroom and academics has been slow for some children due to learning online at the beginning of the year due to the Cyclone.

Special Character

This section could include any initiatives or existing programmes that ensure the Special Character is enhanced.

- All planning is based on the creation, fall, redemption and restoration model. This model integrates Biblical truths, knowledge and skills that will shape our students thinking and engagement.
- Special Character underpins all area of the curriculum and is integrated throughout the curriculum area. Planning is done thematically with an overriding attribute of God for each Term. Topics are arranged around this theme.
- Manu assembly twice a term brings us together and includes our Devotions programme.
- Whole school assembly on Fridays.

- Students memorise scripture weekly and now have opportunities to video their children reciting the verse on Class Dojo.
- Students are encouraged to share testimonies and pray for and with each other in class.
- Visit to Selwyn Village to sing carols as an outreach at the end of the year.
- Parents and students work together on class projects related to our Inquiry.
- Parents help children organise their news to share with the class.
- Homework and memory verse learning is regarded as important to parents.

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

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

Māori achievement

- 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.
- 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.
- Whānau involvement at many opportunities, e.g., Trips, learning of Mihi's. Korero group etc.
- Children given an opportunity to do a project on their culture and share within their peers.
- Cultural week run in week 9 through different whānau 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

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

- Music lessons run by two outside agencies.
- Rotations based on teacher strengths to ensure different learning needs are catered for.
- Chinese class for the junior Chinese students.
- Students participate in excursions outside the classroom throughout the year e.g., school trips, Athletics day, School Picnic, etc.

NEG 2

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

This section could include:

- Learning support programme description
 - Example of IEPs
 - Other initiatives such as Pathways faculties
- Vicki Morris (DP) oversees our Learning Support programme and conducts IEPs.
 - Children who are at risk or not working at the expected curriculum level have action plans to monitor their progress.
 - The School has Teacher Aides who works across the School. They facilitate small groups ranging from phonics to reading comprehension. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and in withdrawal groups.
 - Outside agencies are referred to when necessary. RTLB, a speech therapist and occupational therapist visit students who need extra support in these areas.
 - ESOL children are supported in class by an ESOL teacher.

NEG 3

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

This section could include:

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

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

NEG 4

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

This section could include:

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

Learning Area wide initiative.

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

NEG 5

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

This section could include:

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

Literacy Programmes and initiatives:

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

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

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

Future focused learning – Teachers support students to co-construct learning by using learning Intentions, success criteria and feedback.

Students are encouraged to take ownership of their learning by being able to articulate their next steps and formulate a plan.

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

Music – Some of the Manu students have keyboard 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 enhance the learning during inquiry.

Community Events –Whanau coming in to share knowledge in different areas and read to children. Movie night initiative from PA, Barbeque evenings.

<p>NEG 6</p> <p>Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <p>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.</p> <p>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>
<p>NEG 7</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"> • Examples of programmes catering for GATE • Examples of programmes catering for students with specific learning needs <p>GATE: Students who are working above expected curriculum levels are extended in the classroom where learning is catered to their specific needs by using collaborative learning, writing and mathematics progressions. Homework and inquiry projects also provide extension opportunities. Students who are working at a significantly higher level in a subject area will join another class. 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>NEG 9</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"> • 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 <p>The school uses http://www.tokureo.Māori.nz/index.cfm/1,188,0,43,html/Series1 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. 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>NEG 10</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"> • 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 <p>School wide planning is done with Māori worldview in mind and a learning approach taken that is accessible by Māori. Kapa haka runs weekly for those who want to attend.</p>

Annual School Report to the Board of Trustees



Year

2023

School

Jireh Christian School

This report needs to reassure the Board 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 – Moana, Roto and Awa. All three classes are comprised of both Year 3 and 4 children. Moana has 23 students, Roto has 27 students and Awa has 26 students with a total of 76 students. 37 of these students are ESOL funded. In Moana, 15/23 children are ESOL. In Roto, 14/27 children are ESOL. In Awa, 11/26 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 covers the release time within our team. Linda releases Charmaine and Nicola and she teaches a range of topics such as Maths Strand, Literacy, Daily Discipleship, PE and the Arts. Sarah's release is covered by other classroom teachers while their classes are at Makerspace.

Each week, all the Wai children have one lesson with Natasha Breese for Makerspace.

Strengths:

Team Assembly

We have a team Daily Discipleship assembly each Monday morning which brings a unified and positive start to the week. Each teacher takes turns leading this assembly, and it includes singing, prayer, teaching the memory verse of the week, reading log certificates, celebrating birthdays, and sharing notices. The children bring their Bibles to this assembly to find the memory verse of the week in their own Bible.

Planning and Organisation

Unit planning is shared amongst the team. For some subjects, such as Inquiry and Writing, we plan together during a team meeting. For other subjects, such as Digital, Phonics and Daily Discipleship, each team member is responsible for planning and organising resources and ideas and then these are shared with each other. We ensure these plans are shared at least one week in advance of the term beginning to allow time to make adaptations for the needs in our own classes. Having plans written well in advance of the term beginning means teachers can be more prepared and can plan resources and lessons accordingly. 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.

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 Parent Meeting at the beginning of the year. The majority of parents attended the parent-teacher conferences held at the end of Term 1.

The times that parents have offered to come to volunteer include: The Avondale walking and train trip, Cultural week and our team trip to JUMP next week. We will require supervision for the upcoming trampolining and our Motat trip in Term 3, and later in the year, our swimming lessons in Term 3.

Attendance of some children:

35/76 of our children have attended school 95% or above this year. Of these 35, 10 of these children have attended school 100% of the year. It is worth celebrating that children are now able to be at school and do not have to isolate if others in their family have covid.

Weaknesses:

The Impact of Covid Lockdowns on Academic Levels

Our year 3 students had several 1-week lockdowns early in their first year of schooling (2021) and in lockdown and learning at home from Term 3, Week 4 until the end of the year. In their second year of schooling, there was covid in the community and isolation rules which meant that many children were absent for at least 5 days, and many up to 10 days, and some longer.

Our year 4 students had 2 long lockdowns in their first year of schooling (2020), one in April/May and the other in August/September. In their second year of schooling, 2021, they had several 1-week lockdowns and then later in the year were at home learning from Term 3, Week 4 until the end of the year. In their third year of schooling, 2022, the isolation rules meant they had 5-10 days at home at a time. In this same year, there were also 2-3 students per class who remained absent for the majority of Term 1 because their parents made the choice for their child to isolate.

This means that the children in the year 3 and 4 cohort missed consistent, explicit and core teaching in their first few years of schooling. At the time when they were meant to be learning alphabet knowledge, phonics, and the basics of reading, they were in lockdown with differing levels of engagement in online learning.

The following data reflects the impact of Covid learning on the year 3-4 cohort:

Year 3: We have 39 year 3 children in our team. Of these 39, 9 were achieving at a new entrant level in reading (PM levels 1-7) when they came to us. Another 17 were either achieving at a year 1 level or had not yet met the expectation for a year 2. This means that 26 of the 39 children came to us as working below the expected level. The other 13 children were working at the expected level or above. Of those 13 children who met the expected level, 4 of them were working above the expected level.

Year 4: We have 37x year 4 children in our team. Of these 37, 5 were achieving at a new entrant level (PM levels 1-7) at the start of the year. In addition, 2 children were achieving at a year 1 level and 13 children were achieving at a year 2 level, or were slightly above year 2, but did not meet the year 3 expectation. This means that 20 out of the 37 children were working below the expected level at the start of the year. Of those 17 children who met the expectation for a year 4, 9 were working above the expected level.

Year 3 and 4: In summary of the year 3 and 4 levels combined, 46/76 were working below the expected level and 17/76 were working at the expected level and 13/76 were working above the expected level.

Trip Modification:

Unfortunately, our Term 2 excursion to Stardome changed to being an in-school event due to Stardome being temporarily closed. This change meant the children had a 1 hour in-class lesson with a Stardome astronomer and a 30min lesson learning about rocket launching and seeing a rocket being launched on the field. They also offered a complimentary 40min Q+A Zoom. Our team took them up on their offer and had this about 5-weeks after their school visit.

Opportunities:

Home Learning to catch up:

For parents who are having their children off sick or away on holiday, parents seem more eager to ask for work for their children to do while they are not attending school. Although there is no obligation on teachers to do this, and no obligation on parents for work to be completed, parents seem more open and interested in having work for their children. This has meant that children who I would have ordinarily had to catch-up when they returned to school, have been able to keep up.

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 continued to be 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. Using the newly developed Wellbeing framework, we have the opportunity as a staff to discuss what contributes to human thriving and wellbeing. The next step is to develop common understandings of the 5 main elements and then discuss how the framework will be implemented at Jireh and how we can assess the wellbeing of students.

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. Our team have had time in team meetings to share resources and teaching ideas that have been successful.

Whau Cluster Sports:

This year, more opportunities are being given to our year 3 and 4 students to attend inter-school sporting events. For this, they must attend a trial and be chosen for the team. Regular lunchtime practices are held and then the event is held during a weekday. The opportunity for our children to attend a free session at JUMP has also been gifted to us by the Whau Cluster. They are covering both the cost of the bus and the admission fee for all 76 of our students.

Structured Literacy:

In response to the needs of students in my class, I have been implementing a structured literacy programme to a small group of students. This structured literacy approach was suggested by our RTLB last year and the RTLB cluster has approved funds for me to attend Professional Development courses as well as money for resources for me to trial this programme. Jireh has also contributed money towards the resource pack from Little Learners Love Literacy, who are an Australian company. This is a very explicit, systematic and cumulative approach to teaching reading, writing and spelling and it has been encouraging seeing the success of these students over the last two terms.

Threats:

Student punctuality and attendance:

Lateness and attendance will be reported in our Term 2 reports for parents to see. This is increasingly becoming a concern as attendance levels of some students are less than 80%. We have 4 children in our team who have as less than 70% attendance this year and 6 children whose attendance is between 70%-80%. This means these students are at school an average of only 3-4 days a week. In addition to this, punctuality is also a key issue for a number of our students who regularly arrive late.

Special Character

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

- Inquiry planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students' thinking and engagement.
- Special Character underpins all areas of the curriculum and is integrated throughout. 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 our Hope and God is our Provider. In Term 3, we will explore how God is Powerful and coming up in Term 4 is God is the Transformer of hearts and minds. 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 the Principal 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 Maori.
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e., Inquiry or Ka Hikitia).
- Professional Development to assist staff in implementing the RAP.
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori.

* Kapa Haka is held weekly on a Thursday afternoon and is organised and led by Charmaine Stoffels. Year 3 and 4 students are able to sign up for this and attend Kapa Haka regularly.

* Te Reo Māori PD: The teachers are in our second year of weekly Te Reo Māori PD through Whakamānawatia. This has supported the teaching staff 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, such as the termly hui.

* There are 5 students within the Wai Team that identify as NZ 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:

- Chinese club after school
- Shine drama lessons
- Art club after school
- Chess during Term 2 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 train and walking trip around Avondale, Jump, Motat and swimming.
- Students participate in the Whau cluster sports led by Maliah Tato. Opportunities so far have included: T-ball in term 1 and basketball, cross-country and football in Term 2.

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 and a speech and language therapist for our 2x ORRs funded children.

NEG 3

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

This section could include:

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

- School wide planning reflects one outcome for the Term e.g. Term 1 = Connected, Term 2 = Continually Learning Term 3 = Contributing, Term 4 = Christ-Centred
- We include one Jireh value each term in our planning as our focus, 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 to learn how to be safe online. Students were not able to bring a device to school unless they had completed this programme.
- A new digital safety agreement was developed last 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 an iPad at school.

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 in person after the whole-school parent meeting in the church. parent meeting introduced the teachers, shared information and expectations in our team 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 programme for the various curriculum areas. This helps parents support and extend their child's learning at home.
- 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.
- A School newsletter created by the Administration staff is sent to families fortnightly to share information and includes a message from the principal. On alternate weeks, a shorter 'Wednesday Words' is emailed to parents.
- We have Parent teacher conferences in at the end of Terms 1 and at the beginning of Term 3.
- We send a formal written report to parents twice a year in Terms 2 and 4.
- 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:

Writing planning is based on the professional development we have had by Writers Toolbox coaches. We spent time as a team at the end of last year with a Writers Toolbox coach to begin the process of planning so that we

are implementing the sentences trains and the knowledge we have gained from this professional development. In term 1, our team had a focus on sentence construction and introduced our students to the student progress sentence goals. This term, we are continuing to teach different sentence types, such as adverb-start and preposition start sentences, and the children are currently writing information reports about space. Publishing writing has been in the form of written publishing 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 responding to the text they have read. The Reading drop downs from the school report inform the learning intentions. All teachers use the PM books, Ready to Read readers and/or journals in their reading programme. The only group of students who are not using these books are the 7 students in Awa who are following a structured literacy programme using only decodable books and passages. This year, we are celebrating finished reading logs with certificates in our team assembly to encourage more frequent reading at home.

Maths: All children are following the Pr1me maths programme. Teachers use the Pr1me Teacher's Guide 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 either finishing the 2B Pr1me book that was started last year or are working through the 3A Pr1me book. There are a 4 children within the team who have advanced to a higher pr1me book because of their ability in maths.

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, such as Book Creator, PicCollage, Mathletics, Epic! and more.

PE: Children participate in PE lessons each week based on the school-wide sport planned for each term. There are 5 trampolining lessons booked for Term 3 and 5 swimming lessons booked for Term 4. PE is often taught by our release teacher, 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. Learning Objectives are taken from the NZ Curriculum and Learning Progressions documents. Teachers plan their own Pr1me Maths and Reading Unit plans to meet the needs of their class. The rest of the subject planning including Writing, The Arts, PE, Te Reo Maori, Digital Technology, Daily Discipleship, Phonics and Maths Strand are all shared and adapted to suit class needs.

Progress Tracking:

Teachers keep their own data books which may be online and/or a hard copy. These data books collate assessment data to track student progress and achievement. Teachers may collate data from formative and summative testing, as well as other data such as work completed, spelling scores and memory verse memorisation. The data collected is key evidence when formulating OTJs (Overall Teacher Judgments) for mid-year 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 or having learning needs have an IEP. Students within classes are 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.
- Two children within our team are ORRS funded and have 2 ¼ hour of teacher aide time every day. This is to support them with their learning goals. These children both have small iPads to support them to talk and are becoming more familiar with using these to express ideas and thoughts.
- Additional teacher aide hours are provided for students in class who classroom teachers have identified as needing extra help. This is usually a 30min-1 hour time slot once a week.
- One child in Year 4 goes to a year 5/6 class 3x days a week for Maths lessons as she is working one year ahead of the other children in her class. Homework and Inquiry projects completed both in class and at home also provide extension opportunities.

NEG 9

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

This section could include:

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

- Te Reo unit planning is based on the 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. This year the expectation has increased to a 45-minute Māori lesson, from a 30-min lesson in previous years. 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 whanau.
- Programmes that make Maori achieve as Maori.

- 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.
- Te Reo Māori PD: Teachers are in their second year of weekly Te Reo Māori PD through Whakamānawatia. This P.D involves teaching videos for staff, learning videos for students and resources such as books, songs and activities to complete.

Annual School Report to the Board of Trustees

Year

2023

School

Jireh Christian School

This report needs to reassure the Board 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:

IKA is made up of Year 5 and 6 students. There are three classes, one more than 2022.

- Kahawai is a Year 5 class only, with 25 students. Natasha Breese and Margaret Smilde are the teachers.
- Taraute is a Year 5/6 class, with 22 students. Teangi was the teacher for the first three terms. In Term 4, Judi Henderson and Ruth Scott are the teachers.
- Morihana is a Year 6 class only, with 23 students. Maliah Tato is the teacher.

Kahawai and Taraute have two teachers during the week. Natasha Breese and Judi Henderson are the main teachers, teaching their respective class from Monday - Wednesday. From Thursday to Friday, Ruth Scott and Margaret Smilde take over.

Strengths:

Teachers:

- God providing the right teachers to fill teaching roles during the year, for example, Judi for Maliah in Term 3 and again with the support of Ruth to take over from Teangi.
- 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.
- Developing student leaders through activities that serve the school or being given opportunities to grow in confidence, resilience, and leadership.
- Teachers developing and nurturing a trusting work atmosphere. Which encourages teachers to use their creativity, knowledge, and expertise to support students' progress in their class.
- Delivering a solid and well-balanced curriculum to students, catering to all needs.

Ika Assembly

- As a learning area, we have one IKA assembly during the week, where discipleship is led by a teacher or two Year 6 students on Tuesday's. 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 students are encouraged to lead Discipleship on the theme for the Term. By doing, students are sharing their thoughts on the theme and act as role models for the Year 5 students who will lead the following year.

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 are encouraged to share weekly plans. 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 needs extra attention, and parents can have access of what their child is learning at school. Students can work independently and follow the timetable during lockdowns. Ika uses google classroom as their online framework for teaching and learning.

Student Leadership:

- Year 6 students leading Ika assembly on Tuesday's. Sharing their knowledge of the Word of God, showing confidence.
- Year 5-6 students going through a leadership programme run by GROWTH culture and Whau Sports.
- Year 6 students serve the school by taking on the responsibility of Sport Shed monitors.
- Ika classes working and supporting the younger classes, eg. Reading books or with surveys.
- 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. Catering or have a better understanding or resources for our gifted and talented students.
3. The transition of Year 4 students to Ika. We have discovered that students are more immature, easily distracted, and low academically. This may be due to covid?

Opportunities:

1. More leadership opportunity/programmes for Year 6 students. Develop student leadership.
2. Look at ways of working with Year 4 teachers to help improve the transition into Year 5 or Ika.
3. Practical opportunities for IKA students to serve the community in a meaningful way. Teachers to research and find effective community activities for students to serve.
4. To share faith or The Word to our community.

Threats:

1. The misuse or abuse of use of device in class. Need a tool to monitor students screen during school hours, e.g. hapara.
2. Student behaviour/values being tested by new students. Is our student's faith strong to be not easily swayed by worldly ideas? New students coming from state schools?

Special Character

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

Accelerating Student Achievement: Māori

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

acceleration?

This section could include:

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

Raising Achievement Plan:

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

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.
- Whanau involvement at many opportunities.
- Māori students becoming more aware of their culture and heritage and proud of being 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 Ika area are participating in several programmes offered by the School to cater to diverse learning:

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.
- Chess Power every Tuesday, run by a specialist.
- Music lessons run by two outside agencies.
- Outside specialist to run our sport programmes e.g., ki-o-Rahi, 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 MOTAT, Chelsea, etc.
- PE- Specialist coaches

NEG 2

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

This section could include:

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

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

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

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

Outside agencies are referred to when necessary.

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

NEG 3

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

This section could include:

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

- We have established Jireh outcomes and teachers are working towards a shared understanding of the outcomes with the students.
- School wide planning reflects one outcome for the Term e.g., Term 3 = Contributing
- The school has BYOD from Year 4 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. Year 6 students are using spheros to solve problems (obstacles) and Year 5 students will use micro bits.
- Teachers plan to genuinely look at ways on how to implement tasks that will allow students to develop these skills/values from the Jireh Outcomes. To integrate how students can be confident in English, Sports, Faith etc.
- Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning, take risks, to become 21st century learners.

NEG 4

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

This section could include: Initiatives and programmes that lay a solid foundation for early learners and 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 has Class Dojo which parents can see what students are learning and where they can give feedback or make comments to the teacher. Students can make comments and give feedback on this app.

NEG 5

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

This section could include:

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

Literacy Programmes and initiatives:

Writing Progressions – 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 effective in the classroom.

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

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

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

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

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

Sports – Ika has enjoyed basketball and trampolining sessions and later in the Term we will have swimming and touch 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 – MOTAT and Chelsea Sugar

Community Events – Parent association run events, Talanoa, Korero and other parent events during the year.

NEG 6

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

This section could include:

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

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

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

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

NEG 7

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

This section could include:

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

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

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

Whole school is currently undergoing professional development from 'Te Puna Reo Maori' 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 Maori 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.

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

Students go to Kapa haka once a week.

NEG 10

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

This section could include:

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

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



Annual School Report to the JCS Board



Year

2023

School

Jireh Christian School

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

Annual Summary - TĪWAI LEARNING AREA

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

Introduction

Students

The Tiwai Learning Area is comprised of two classes, with a total of 44 students between them. Kōtukutuku class is a Year 7 class of 22 students. Nīkau class is a Year 7/8 class of 22 students – seventeen are Year 8 students and five are Year 7 students. The gender mix in Tiwai is relatively even. The students are a diverse, multicultural group; 16% Pasifika, 14% Chinese, 14% Indian, 16% Other Asian (Korean and Filipino), 14% African Origins, 14% European, 11% NZ Māori, and 2% Latin American.

Staffing

The Tiwai Learning Area is staffed by capable teachers who bring experience, enthusiasm and a wide variety of strengths to the team. Miss Dalton, the homeroom teacher for the Year 7 class, has strengths in Literacy and Physical Education; she loves sport, has a background in competitive cycling and netball and has strong organisational skills. Mrs Mackie, the homeroom teacher for the Year 7/8 class, is experienced in teaching students from Years 5 to 10 and has strengths in Literacy, Mathematics and Science; Mrs Mackie has taught Year 9/10 Mathematics, is on the JCS Literacy Leadership Team and has interests in art and curriculum research. The team leader for the Tiwai Learning Area is Mrs Mackie.

In addition to our classroom teachers, Tiwai enjoys the expertise of several specialist teachers. Mrs Smilde brings valuable high school experience to Tiwai. She is a skilled high school Physical Education and Social Studies/Geography teacher; Mrs Smilde also teaches Food Technology and Te Reo. Mrs Baird brings her expertise in Performing Arts to the team, teaching both Drama and Music, as a specialist subject; Mrs Baird plays keyboard and guitar, leads school worship in assemblies, runs the school band and has a background in leading church worship. Mr McDonough, our Hard Materials teacher, is an experienced Technology teacher who has taught this subject to Year 10 level. Miss Morris, our Deputy Principal (and current Acting Principal) adds her wealth of experience as both a skilled intermediate teacher and a Youth Pastor; she develops students' leadership skills, provides additional pastoral care, and oversees special learning needs in her SENCO role.

Pastoral Care

Measures to support students grappling with emotional hurt, anxiety issues, or other social challenges include: intentional fostering of relationships; careful intentional placement of supportive peers around them in the classroom and playground; awareness of causal factors of behaviour, coupled with appropriate, compassionate responses; on-site counselling by trained counsellors; ongoing contact with home and provision of a Seasons for Growth support group.

Special Learning Needs

52% of Tiwai students are ELLs (35% of Year 8 students and 63% of Year 7 students), having a language other than English as their first language; although the ESOL department no longer works with most of the Tiwai ELLs, their ongoing need for vocabulary development is intentionally supported within the classroom literacy programme. Several students, one of whom is a recent immigrant with very limited English, still have small group and one-to-one support from the ESOL department. High special learning needs within the cohort are addressed through ORS funding, referral to learning services such as the RTLB, via the school SENCO, and allocation of Teacher Aide hours for individual support in areas of need. These students also have individualised classroom learning programmes.

Students who are a year below their curriculum level in core subjects have Action Plans, outlining learning strategies specific to the student, to scaffold participation in the classroom, to fill learning gaps and to move learning forward.

Preparing our students for high school

As a Year 7 & 8 Learning Area within a full Primary School, we are very aware of the importance of preparing our students well for high school, and significant work has gone into developing a programme that does this. We are committed to maintaining a rigorous programme of learning that enables our students to have a smooth transition into Year 9. Feedback from JCS graduates and their parents is positive. It is encouraging to hear that the Tiwai programme prepares students well for the step up into high school, generally creating a smooth transition for our students into this new level of learning. 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, helps our students prepare for the high school model of learning from multiple teachers.

Rich Content

Tiwai has a two-year cycle of rich learning with the transition to high school in mind. Units for Inquiry challenge students to engage with ideas of increasing complexity; the rich content scaffolds vocabulary building, knowledge building and provides opportunities for critical thinking; response to Inquiry ranges from written and oral presentations to practical projects and EOTC experiences.

Inquiry topics covered in 'odd' calendar years (such as 2023) are:

- **People on the Move:** migration, immigration, investigating personal immigration/heritage stories
- **World War Two and the Holocaust**
- **NZ Government:** how it works, functions of, elections, voting, passing law, citizen participation
- **Interdependence in Ecosystems:** food webs, trophic levels, producers, consumers, decomposers and the effects of introduced species

Inquiry topics covered in "even" calendar years (such as 2022) are:

- **Walking with an ANZAC:** exploring NZ history in a WW1 context
- **Water for Life:** water catchments, water treatment, water needs in developing countries, Stream Study
- **Human Body Systems:** digestive, respiratory and circulatory systems; introduction to cells and DNA
- **The Moving Earth:** continental drift theory, plate tectonics, earthquakes, volcanoes, tsunamis, NZ civil defence

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

Science Lab

Our purpose-built Lab enables students to conduct practical investigations with science apparatus, and develop confidence and skill in using microscopes, Bunsen burners, power packs etc. The Science programme covers curriculum Level 4 and also integrates with Inquiry learning where possible. Students develop conceptual understandings, build knowledge, build scientific vocabulary, and develop skills of observation, thinking and recording; the programme includes a significant amount of hands-on practical lab work and uses both the Education Perfect online learning platform and online simulations to embed understanding. It is encouraging to see students transferring concepts learned in science to underpin their understanding in other areas of learning. The Science Lab has recently had an upgrade; it now has new fit-for purpose sinks and faucets, with hot water on tap.

Mathematics

It is encouraging to see the positive results of the PRIME Mathematics programme, in the students coming into the Tiwai Learning Area from JCS Year 6. For most of these students, we are able to build on a solid foundation of Number skills. Many of our Year 8 students are working comfortably in the Nulake 9 Workbook (pitched at advanced Level 4) with some of them extending confidently onto learning tasks at a Year 9 level. A small group of students, who are *subject accelerated* in Mathematics, are working comfortably at Curriculum Level 5 on a Year 9/10 programme. Our very successful daily Tables Grids routine provides sustained practice (and competition) in times tables resulting in a significant increase in accuracy and speed of recall, over the two years our students are with us – this has an important flow on effect in calculation accuracy and speed, in multiple areas of Maths.

Digital Teaching & Learning

Teachers make good use of digital platforms and tools to deliver learning. 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 both consume and produce digital content. A significant amount of learning is delivered using platforms such as Google Classroom, Google Slides and Google Sites. Teachers tailor-make Slide Decks and Google Sites to deliver specifically-curated, linked resources, lessons, and units of work – this gives students increased independence, increased accessibility to resources and content, and increased access to more extension learning for more able students. Education Perfect is an interactive online platform used to deliver units of work in Science and Te Reo. Maths Buddy is an interactive online platform used to augment our Mathematics programme.

Education Outside the Classroom

Tiwai students enjoy some quality EOTC (Education Outside the Classroom) opportunities. The Two-Year Cycle includes:

- Biannual trip to *Tree Adventures*, for personal challenge and confidence building
- Biannual *MERC* Trip
- Biannual Stream Trip, where students carry out water quality testing
- Biannual 5-week block at *Clip 'n Climb*, developing strength, skill and confidence
- Biannual 5-week block of Ice-Skating Lessons, developing balance, skill and confidence
- Swimming/water safety at *Phillips' Aquatic Centre*
- Biannual camp at *Kauaeranga Valley Christian Camp*, in Thames.
- Biannual Trip to Wellington, to visit Parliament and Te Papa

Weaknesses

Written Language

One of the academic weaknesses of this particular cohort is written language; results in this area are significantly impacted by those who join our Year 7 & 8 cohort from other schools. 58% of this cohort is working *at or above* the expected level, while 42% are working *below* the expected level; this is the picture of the *ability* of the current cohort. However, if we look at students who progressed into Tiwai from JCS Year 6, (in other words, students who have come up through the JCS learning environment) 76% of students are working *at or above* the expected level and 24% are working *below*; this is a more accurate indication of the *learning* programme. Additionally, ALL of the students who are working *at or above* are students who have come to us from JCS Year 6, while none of the students who have joined Tiwai from other schools are working *at or above*. These figures include students with special learning needs.

40% of NZ Māori students are *at or above* in Writing; 60% of NZ Māori students are *below* in writing. This result is lower than the general cohort results.

71% of the Pasifika students are *at or above* in writing; 29% of the Pasifika students are *below* in writing. This result is higher than the general cohort results.

This challenge is being addressed at a learning programme level by the embedding of Writer's Toolbox (the structured, incremental, deliberate teaching of sentence construction and deliberate teaching of tools to develop ideas in writing) and deliberate inclusion of vocabulary building strategies. However, it is my observation that some students experiencing a high level of difficulty in writing, are also challenged in their thinking skills. **Further investigation is needed in how to develop the thinking skills necessary for underpinning student writing.** It is encouraging that 9% of students in this cohort are writing *above or well above* the expected level.

Hazardous Materials Storage

The Lab needs to have a suitable, compliant space for storage of chemicals, so that we can increase the range of chemicals used in experiments. A suitable storage unit has been sourced, but expertise is needed to advise on location.

Spaces for Learning

Due to the rapid roll expansion, there is a shortage of learning spaces across the school. Currently, this is causing a curtailment to the Music programme, due to access to spaces for instrument storage and access to spaces for individual/small group instrument practice. Students can still learn an instrument (ukulele) and learn theory, but the full programme cannot be taught this year. Long term, there is a need for a dedicated, properly set up, reasonably sized Performing Arts space that can be used for both Music and Drama. Relocatables, slated for arrival in Term 3, may not be on site in time to alleviate this problem, this year; the problem may be resolved next year, with the location of new learning spaces on site.

Opportunities and Initiatives

Ice Skating

This year we have added a new personal challenge initiative to our EOTC (Education Outside the Classroom) programme; a five-week block of Ice-Skating lessons at the ice rink, which is within easy walking distance of the school. Ice Skating provides an excellent winter activity that is not weather dependent. Students develop balance, skill and confidence on the ice, each challenging themselves at their own level of ability; for some, this also proved to be an excellent opportunity to develop resilience and overcome fear. Hour long sessions include a 30-minute skating lesson and 30 minutes of free skating time, in which students practise their newly acquired skills. The intention is that this very successful initiative, ably organised and run by Miss Dalton, will be added to the Tiwai two-year cycle and become a bi-annual part of our EOTC programme.

Competitive Sport

Students with a strength in Sports represent the school at ACS interschool sports events. These students also have the opportunity to attend a week-long Sports Camp at Totara Springs, where they compete against other intermediate schools. JCS combines with Elim-MAC to send a team to this camp.

Intensive Week

Students not attending Sports Camp enjoy a special week of learning workshops. Last year's focus was a STEM Intensive; this year's focus will be an ART & CRAFT Intensive; other years we have had mixed workshops. Some specialist teaching still occurs during this week, eg: PE, Technology and Performing Arts.

Bigfoot Bike Skills

A new initiative for 2023 is a Bike Skills Programme run by *BigFoot Adventures* and funded by *Waka Kotahi, Transport NZ*. The purpose is to encourage cycling in the community. Year 7 & 8 students have two days of intensive instruction and practice, with BigFoot instructors, before learning to ride on "quiet" roads adjacent to the school; bikes and helmets are provided by BigFoot Adventures, making this practical learning accessible to all students.

Writer's Toolbox (WTB)

This year, JCS is continuing its professional development initiative targeting writing across the school; teachers are embedding tools and strategies for explicit teaching in sentence construction, paragraph structuring and development of written ideas, into their teaching practice. New tools being embedded into the teaching programme include the Sentence Train and the Writer's Toolbox online writing programme. [FIND OUT ABOUT WTB HERE](#)

Leadership & Service Opportunities

Tiwai students have multiple opportunities to lead and serve.

- **Head students:** two students with leadership ability and a track record of positive role modelling are selected each year.
- **House Leaders:** 8 students with leadership and/or organisational ability and a track record of positive role modelling are selected for this role – two leaders for each of the four school Houses.
- **Kapa Haka Leadership:** Tiwai Māori students have leadership positions in the Kapa Haka group.
- **Playground Leaders:** Tiwai students have the opportunity 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.
- Other service and leadership roles: Assembly Tech. Team, Wet Lunch Monitors, Sports coaching, House Points service.
- **Water Fundraiser:** biannually, to coincide with our Inquiry unit on Water, students independently plan and organise fundraising activities, donating funds raised for water needs in the developing world. Last year Tiwai raised approximately \$4000 for World Vision and Charity Water.

Subject Acceleration

A group of Year 8 students, who were subject accelerated in Mathematics in Year 7, are now working on a Year 9/10 programme within the Year 8 Mathematics class. This is successfully providing the level of learning and challenge that these students need; it is working well because these students are both very independent and highly motivated. This initiative has provided a model for subject acceleration in Mathematics, within the Tiwai Learning Area. Transcripts will need to be provided for these students, to be sent on to their high schools, with their Year 8 profile documents; feedback from parents indicates that evidence, over and above the student profile sheets high schools ask for at the end of Year 8, is necessary for the achievement level of our accelerated students entering some high schools to be taken seriously and accommodated for appropriately.

Technology

Our Technology programme covers a variety of practical and digital skills:

- **Food Technology:** Learning includes cooking, baking, skills development and learning about healthy eating; this is always a highlight for students.
- **Hard Materials:** Students work to design briefs to plan, design, and make projects in wood and metal; some work with electrical circuits is also included. Students learn how to use power tools safely.
- **Computational Thinking:** Students use block coding to code instructions for Sphero robots, working with speed, distance and angles; extension learning includes text coding Spheros using JavaScript and working with bearings.
- **Digital Design and Development:** Students work to briefs, using TinkerCad to design 3-D objects; designs are then 3-D printed.

Threats

Students joining JCS in Year 7 with significant core learning challenges

Some students, entering JCS in Year 7 from other Primary schools, are working significantly below the expected curriculum level. An example of this would be a new Year 7 student who is reading at Curriculum Level 1 and is unable to decode basic reading vocabulary. These students are effectively unable to participate in a significant portion of a Year 7/8 learning programme. This challenge is increasingly being seen, especially as we encounter the flow-on effects of the pandemic.

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 literacy skills need expertise beyond the scope of differentiation in a regular Year 7 & 8 classroom programme. This is a new challenge, first encountered in 2022, but seems to be becoming a recurring pattern. These students need a targeted remedial literacy programme and targeted resources.

- Access to an explicit phonics-based remedial reading programme, and the associated teaching expertise
- Decodable reading materials pitched at older students (need to be sourced and purchased)
- Access to Google Read and Write, for these students to be able to participate in the classroom learning programme (may require funding)
- A significant increase in Teacher Aide time

Attendance

Like the rest of the country, we are seeing some impact on school attendance in the wake of the Covid-19 Pandemic. Although our overall attendance is very good, and significantly higher than national averages, inconsistent attendance by a handful of students continues to be a challenge and significantly limits the progress that these students can make.

It is also noticeable that we are seeing longer absences when students are sick, than was usual pre-pandemic, with some absences due to sickness being a week or even longer, at a time.

Student Numbers in Hazardous Learning Environments

Forward planning is needed to ensure the safety of students working in learning spaces that require smaller student numbers and **close supervision** (due to the nature of work being done and tools/equipment being used), so that these spaces do not have too many students in them.

- The Technology Space and the Science Lab need to have a **student number 'ceiling', to mitigate risk** in these specialised learning spaces.
- Our Science Lab is relatively small, with seating and working spaces that safely accommodate up to 20 - 22 students. Some schools have ceiling numbers of less than 20 in Technology spaces, where power tools are being used.
- This year, the Lab is still being managed safely, but is at full capacity, with 22 students.
- As larger numbers of students move up the Primary and into the Intermediate, we need to apply a student ceiling number for these specialised learning spaces; **solutions need to be forward planned, so that there is a plan in place** for as soon as numbers in Tiwai classes become too high to be safely managed in these spaces.

Special Character

This section could include any initiatives or existing programmes that ensure the Special Character is enhanced.

Daily Discipleship

The Daily Discipleship unit for each term centres around an overarching characteristic of God (the Big Idea, eg: God is Love), and unpacks a school value (Love, Faith in Christ, Hope, Truth). Planning follows the *Transformation by Design* model and includes a Biblical worldview, with learning activities organised around "heart, head and hands". The purpose of this is to embed Biblical worldview and practical outliving of the Christian faith into our thinking, doing, and understanding.

Route 66

We are on the second year of our 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 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. At the end of this year, we will make a considered decision as to whether this programme will continue as a part of our learning programme; one of the considerations under discussion will be cost.

Memory Verses

These are unpacked in class and learned each week; students are encouraged to also learn their verses cumulatively and earn a certificate by reciting them all at the end of the term. This is to encourage long term, rather than short term, memorisation of scripture.

Prayer

The morning begins with prayer requests; students are encouraged to pray for *each other's* needs, as a class, or in small groups. Students are also encouraged to share answers to prayer and to give thanks. 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 bring comfort to a hurting soul.

As we continue along our Te Reo journey, we are working to embed karakia into our routines in the morning, at lunchtime and at the end of the day. Karakia used are God-honouring and introduced with English translation, so that students understand the meaning of what they are praying.

Worshipping in Song

Students have opportunities to sing in both class groups and with the whole school in Assembly.

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 and, as such, having intrinsic value that is not contingent upon wealth, intelligence, abilities, looks, personality etc. Students have opportunities to outwork their faith in practical ways when interacting with peers, teachers, and other adults on a daily basis; in leadership and service positions; in special initiatives such as our biannual Water-for-Developing-Countries fundraising project.

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 as kaikaranga (woman caller of the karanga - the exchange of calls that forms part of the powhiri) and leader of the Haka. Our Māori students have leadership roles in Kapa Haka. 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-Māori peers, with 60% at or above, and 40% below, the expected standard.

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

All JCS teachers are involved in a programme of ongoing regular PLD to upskill in teaching *Te Reo* and *Te Ao Māori* (respect and acknowledgement of Māori customs and protocols). Students have all written and presented their mihi and are working on learning everyday vocabulary and developing confidence using phrases to hold short conversations in Te Reo. The Te Reo learning programme for Tiwai is based on the *Te Puna Reo Māori* online programme that underpins our Te Reo/Te Ao Māori PLD. Tiwai also has access to the Māori Course on *Education Perfect*.

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 lessons
- **Kapa Haka** group
- **Specialist teaching** in PE, in addition to off-site options in Climbing, Ice-Skating and Swimming
- **Specialist teaching** in Food Technology, Hard Materials Technology and Geography
- **Sports Camp** option and opportunities to participate in interschool sports competitions
- **Practical, hands-on learning** in: Food Tech., Hard Materials, Science, Inquiry, and Geography
- **Varied teaching and learning approaches** to cater for varied learning preferences eg: independent learning, collaborative learning, directed teaching, problem solving, investigation, hands-on-learning, role play, simulations, whole class activities, small group tasks, paired tasks, practical inquiry-response learning
- **Integration of digital technology** via online learning platforms, apps, digital tools and tailor-made digital platforms
- **Extension learning** built into Google Sites, to engage and stretch more able learners
- **Subject acceleration in Mathematics**, for students gifted in Mathematics
- **Intensive Week**
- **On-site counselling** and **Seasons for Growth** 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 oversees the school's Learning Support programme and conducts **IEPs** and special needs' assessments. She liaises with the **RTL** 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 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, Action Plans 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 and integrated into all subject areas. The **ESOL principles** are included 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 **frontloading of vocabulary/background knowledge** and on **oral processing of information** preceding reading, and **creation of orals texts** preceding the creation of written texts.

Teacher Aide time is used to support learning in core learning areas for students needing one-on-one support.

Differentiation of learning materials and learning tasks is built into classroom learning.

Audio texts are provided for students with literacy challenges, to enable full participation in the classroom programme.

NEG 3

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

This section could include:

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

The JCS Student Outcomes of Christ-centred, Confident, Contributing, Connected and Continually Learning are included in the planning structure of units of learning. Skills, attitudes, and understandings integral to these outcomes are incorporated into planning documents.

The JCS BYOD policy is actively outworked in Tiwai by students bringing their own Chromebooks/laptops for use at school. Students demonstrate a sound level of competence, confidence, and independence, in digital fluency. It is important to note that digital technology, tools, and platforms are used to enhance (and not to replace) other learning approaches; where traditional learning and resources will provide a better learning experience, these are the tools that are used; where digital materials and digital learning experiences provide a superior pathway to learning, these are the tools that are used.

- **Digital platforms and tools** are utilised by students in roles of both digital consumer and digital producer. Students are adept at using Google Classroom and Google Sites to access linked texts, resources, simulations, and assignments posted by the teacher; they are developing an increasing level of independence in working with digitally delivered learning. Students confidently use shared Google Docs and Google Slides to create original material and to work collaboratively.
- **Interactive online learning programmes** through 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*, *CommonLit.*, and *Writer's Toolbox*. Digital programmes and tools are an integral part of the everyday learning programme.
- In the **Digital Technologies curriculum** students work towards Progress Outcomes in *Designing and Developing Digital Outcomes* and *Computational Thinking for Digital Technologies*. In *Designing and Developing Digital Outcomes*, students work to a brief using Tinkercad (3-D design software) and 3-D printers to design and create 3-D objects. In *Computational Thinking for Digital Technologies*, students code Sphero robots to carry out specified tasks.
- **Communications between home and school** are almost exclusively digital; parents are communicated with via email and digital letters home. Students receive notices and homework via a 'homeroom' Google Classroom set up by teachers for each class. Students confidently use their school email to communicate directly with their teachers in distance learning situations.
- **S.T.E.M. subjects** such as Mathematics, Science and Technology are taught soundly. The Tiwai Science programme adds extra depth to learning, by intentionally supporting a developing understanding of science-based concepts which can be transferred to enable deepened understanding across many diverse topics and fields. Science is a significant part of the 21st century focus on S.T.E.M. learning. Other **21st Century skills** of critical thinking, self-management and problem solving are integrated across all learning areas.
- **Background Knowledge and Vocabulary**: content knowledge and specialised/technical vocabulary necessary for unlocking meaning in texts is actively frontloaded, prior to engaging with texts and learning tasks, so that students can bring that knowledge to their understanding of and engagement with the task. The Tiwai learning programme actively supports the acquisition of a growing knowledge base and vocabulary applicable to the topic being studied.

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 Tīwai parents, outlining the Curriculum Overview for the Term. Additional communications home include emails to update parents/caregivers and keep them aware of what is happening in the classroom. Communications home about Homework are in the form of emails or notices on the Homeroom Google Classrooms.

Parent/Teacher conferences take place in Terms 1 and 3. A full, formal, written report, outlining student achievement and progress, is sent home to the parents of each student in Term 2; a second written report is sent home at the end of the year.

The link to an online *School Newsletter* is emailed to families once a fortnight. This newsletter 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

This year we are continuing with the Writer's Toolbox PLD begun in 2022; teachers are now embedding Writer's Toolbox tools and strategies into their Writing programmes

- Students are learning to develop their writing, using the online WTB Platform and the Sentence Train
- There is a focus on explicit teaching in sentence construction, development of written ideas, and use of paragraph frameworks to structure paragraphs with varying functions
- 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 components necessary to comprehension) are deliberately frontloaded, across the different subject areas.
- **Novel studies and short stories** are engaged with for the purpose of learning about elements of story (setting, plot, characters, conflict, theme) and for exploring the use of figurative language.
- **Information reading** develops 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.
- **Classroom libraries** are carefully developed by teachers to provide students access to a wide selection of appropriate, high-quality texts with thought provoking themes, often related to Inquiry learning topics. Classroom libraries are continually being added to, with students often making requests from Scholastic orders. Encouragement to read from different genres helps broaden students reading selections.
- **Tailor-made Google Sites** are created to deliver reading texts (in multiple modalities), to scaffold acquisition of vocabulary and background knowledge, to support less able readers by provision of word texts paired with audio texts, and to extend more able readers by offering higher level texts and deeper extension-learning tasks.

Mathematics

The mathematics programme is planned to support mastery of the JCS Mathematics Learning Progressions and provide a solid preparation for high school mathematics.

- Mathematics at NZC Level 4 has a notably greater emphasis on Strand than it does in the Primary years; Number and Strand receive a 50/50 time allowance. Students are also introduced to formal Algebra.
- **Flexible grouping** is used to accommodate differentiated learning for students needing extra support and for those needing extension. Students to move between groupings, depending on their competency in varying maths topics. Splinter grouping is also utilised.
- **The Year 7 programme** is teacher/curriculum driven, rather than textbook driven, with resources sourced from Prime, NMC, and other materials. The purpose of the Year 7 programme is to provide a bridge between the Pr1Me programme used in the Primary school and the Nulake programme used in Year 8.
- **The Year 8 programme** is based around the *Nulake 9 Workbook*, with extension offered for high achieving students from additional texts. The Nulake 9 text provides an excellent bridge to Year 9 and high school Mathematics.
- **Concrete materials and representations** are an integral part of the teaching process, so that concepts can be visualised, manipulated and understood in real terms.
- **Maths Buddy:** Students all have access to their own MathsBuddy account. This online learning programme includes video teaching and practice tasks. Students have access to the whole MathsBuddy curriculum from Year 1 to Year 13, making this an ideal online programme to support low achievers and also to extend high achieving learners.
- **Otago University Problem Challenge:** This is a series of five problem solving tests set by the University of Otago; students practise similar mathematics problem-solving tasks in class and can gain certificates for meritorious results.

Science

The Science programme includes concept building and practical labs in the school Science Lab.

Students learn how to use proper lab equipment and apparatus and develop their laboratory skills.

- 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*, and *The Physical World*
- *The Physical World* strand is also partly integrated into Technology
- Learning focusses on the development of conceptual understandings, carrying out investigations, building practical lab skills, and the use of specialised equipment such as Bunsen Burners, microscopes, retort stands etc.
- Students enjoy meaningful hands-on learning experiences. Hands on learning is supported by the use of simulations (eg: building models of molecules from atoms)
- Students all have an *Education Perfect Account* which provides access to an online Science Learning Programme – this is NZ Curriculum linked.
- We are currently investigating the potential use of the NZ published SciPad 1 as a science text/workbook to augment the Year 7 & 8 programme

Technology Programme

Students engage with different areas of technology each term.

Digital Technology

- Designing and Developing Digital Outcomes: Students use Tinker Cad to create 3-D designs, to satisfy the requirements of a given brief. These designs are then created on the 3-D Printer.
- Computational Thinking for Digital Technologies: Students use block coding to programme Sphero robots. Some students progress onto text coding using JavaScript. Students demonstrate multiple ways to code for the same outcome, use iterative loops for efficiency, identify bugs and debug, and use specialised vocabulary.
- Understanding of data storage using binary digits (bits) is covered in Year 8 Mathematics.

Technology

- Hard Materials Technology develops skill in designing and building to a brief, as well as the safe use of a variety of hand/power tools. Students work to a brief to create objects using wood and metals.
- Food Technology: This programme focusses on kitchen hygiene and safety, food preparation, skill with kitchen tools, baking, and cooking.

Physical Activity

Mrs Smilde provides expert specialist teaching in Physical Education for Tīwai students; she is an experienced high school PE teacher.

- The on-site learning programme covers small ball skills (cricket, softball, uni-hockey), large ball skills (touch, netball, soccer and volleyball), cross-country and athletics.
- Off-site PE learning includes climbing, ice-skating, swimming and water safety.
- Students with ability in Sports can train for interschool Sports' competitions in soccer, netball, basketball, cricket, touch and cross-country. Miss Tato and Miss Dalton train these teams.
- Students with sports ability also have the option of attending Sports Camp at Totara 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 Tīwai 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.

- **Reading & Mathematics Progress Indicators:** The Level 3A – 4A Reading and Mathematics Progress Indicators were reworded and formatted into a table, at the end of 2021, to increase clarity and bring coherence between 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 into unit of work. Learning tasks are then planned to develop mastery of these WALTs. These WALTs are then used in reports to inform parents of both what students can do and their next steps.
- **Writing Progress Indicators:** As part of the Writer's Toolbox initiative, the Year 5-8 Writing Progress Indicators were rewritten at the end of 2022. These writing progress indicators align with both Writer's Toolbox and the asTTle Writing assessment tool. WALTs are lifted directly from the Writing Progress Indicators and incorporated into unit planning. Learning tasks are then planned to develop mastery of these WALTs. These WALTs are then used in reports to inform parents of both what students can do and their next steps.
- **WALTs made clear to students:** In Mathematics and Science, WALTs are articulated at the start of each lesson, so that students are clear about learning goals. In Literacy 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 these sites, alongside the learning tasks.

Tracking Student Progress

Formative Assessment

Formative assessment is used to monitor student learning, providing feedback on progress and informing next steps in the teaching and learning process.

- **Methods of formative assessment include:** pre-tests, learning conversations with students, peer assessment, teacher observation, classroom performance, quizzes, marking of work, and instant, oral feedback during instruction using 'fist-to-five'.
- **Student Tracking Sheets are being trialled** as a way to track students' progress and mastery of the varying sentence styles being taught. These sheets itemise the various sentence styles and record: when students have been taught a sentence style, when students are practicing a sentence style, and when students show mastery of a sentence style in their writing.

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

Individualised Programmes

While IEPs are in place for funded students, Action Plans (APs) are written for students who are achieving a year or more below the expected curriculum level in a core subject area. APs might set out modifications to how the main classroom programme can be accessed by the student, ways tasks will be differentiated, special resources being used, and/or specific teaching/learning strategies being used. APs 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. There is an emphasis on flexible grouping, so that students do not become locked into a level of learning that they may be moving forward from.

Collaborative Grouping: Students work together and support each other's learning, as they progress towards intended learning outcomes – collaborative groupings 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. These groupings are flexible.

Splinter Grouping: This is when classroom instruction is delivered to all students, with individuals and groups 'splintering' off to work independently as they gain understanding. This approach offers all students the amount of instruction/support they need. Students left working with the teacher 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 could look like:

- A small group of students working ahead of their peers (although still on the same maths topic) on **more complex learning tasks** that require higher level thinking and skills
- Students working from **texts and learning tasks at a higher curriculum level**
- **Targeted small group workshops** teaching higher level skills and concepts
- **Subject Acceleration** – this 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 read
- More challenging information texts and novels
- Extension work that is being built into the Reading Google Sites being developed

In Writing, GATE students are:

- Stretched with higher expectations in terms of complexity of ideas, complexity of sentence construction and punctuation

- Writing longer texts with more complex text structures
- Working on WALTs at a higher curriculum level on the Writing Progress Indicators
- Engaging in targeted small group workshops, learning higher level skills and concepts

In Inquiry, GATE students are:

- Offered related extension tasks
- Delving into more complex, related issues
- Researching deeper and more complex investigative questions posed in independent Inquiry assignments

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.

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.
- Students prepare and present their mihi to the class.
- **Karakia** are being embedded in morning, lunchtime and end-of-day routines
- Students sing **waiata** during class worship times, in assembly and in Music.
- Education Perfect, an online Te Reo language learning programme is being used.
- The **Te Puna Reo Māori programme** is being taught in weekly lessons
- All staff are participating in online Te Reo and Te Ao Māori PLD, via the Te Puna Reo Māori PLD programme.

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 content that supports an understanding of the bicultural heritage of NZ.

Examples of this would include such things as:

- Learning about Matariki
- Inclusion of Māori histories integrated into Inquiry learning (eg: early Māori migration to NZ - *People on the Move Unit*; Te Tiriti o Waitangi - *Government Unit*; 28th Māori Battalion - *WW2 Unit*; History of Te Whau - *Water Unit*)
- Open-ended investigative questions for independent Inquiry assignment work with a Māori focus, related to the topic under investigation eg: Māori perspectives on WW1 and WW2; researching your whakapapa (*People on the Move Unit*)
- Place names and other Te Reo vocabulary being pronounced correctly
- Te Reo words and phrases displayed in the classroom
- Karakia displayed in the classroom and used as part of morning routines

Kapa Haka group: All students have the opportunity to participate in the school Kapa Haka group. This group meets weekly to develop proficiency in waiata (song), haka, poi and te rākau (stick games). A significant proportion of Tiwai students are enthusiastic members of the Kapa Haka group; students have opportunities to perform at school events and Mihi Whakatau held in the first week of each term.

Learning Expectations: High learning expectations are the same for Māori as for non-Māori.

Korero Whānau Hui with Māori parents provide insight into whānau expectations for Māori to learn as Māori.

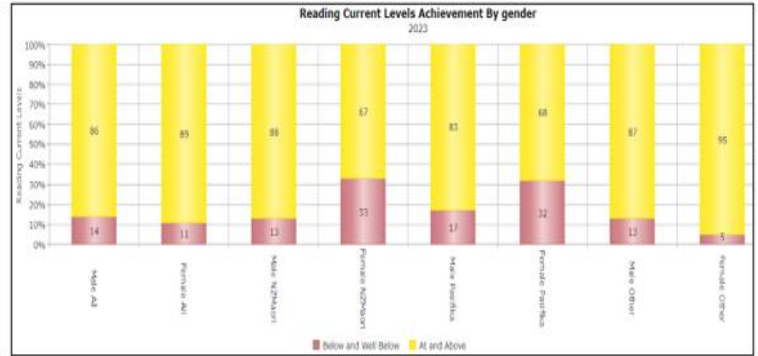
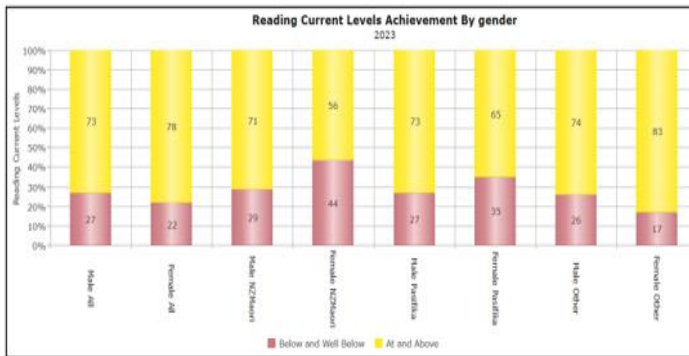
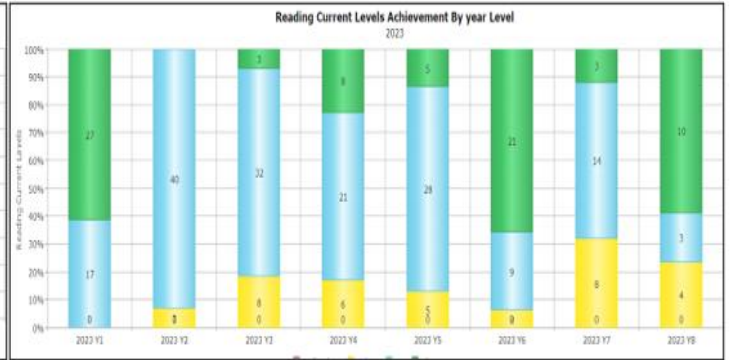


CURRICULUM LEVEL ASSESSMENT DATA 2023

Progress Achievement 2023 - Reading

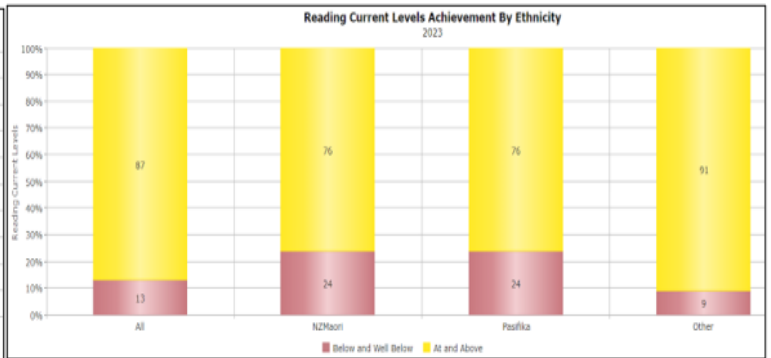
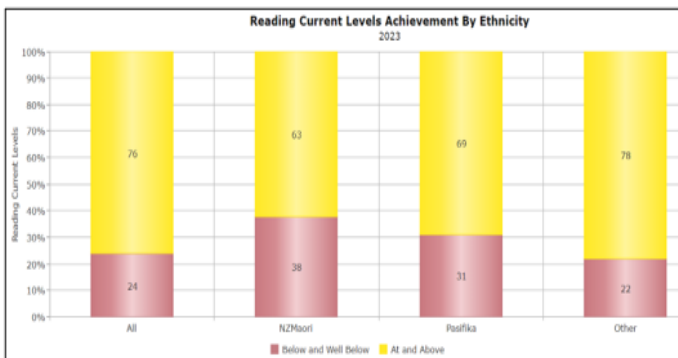
Term 1

Term 4



Term 1

Term 4



Reading Achievement data 2023 Summary:

The school, as a whole, has shown a slight decline in reading levels at the end of 2023 when compared with the end of 2022. There has been an improvement in the reading levels during the year with every year level showing a drop in those reading below the expected curriculum levels. There are a greater number of students achieving above the expected curriculum level in Years 4-8. Although there has been improvement, there are still 8 out of 25 Year 7 students reading below the expected curriculum. There is little difference between male and female students. Both Pasifika and Māori students as a whole, although reading less well when compared to the school as a whole, have made good progress. 76% of Māori and Pasifika student are reading at or above the expected curriculum levels in Term 4 compared to 63% and 69% respectively.

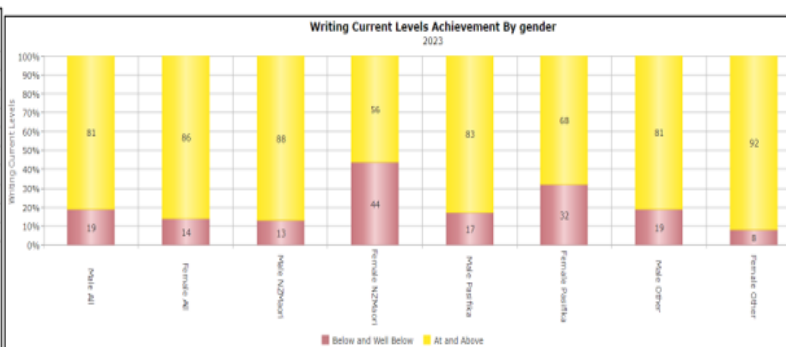
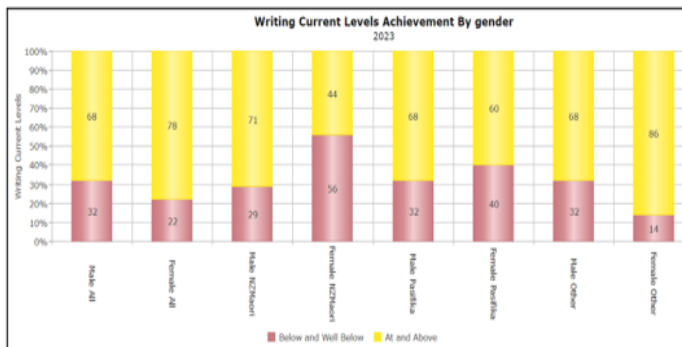
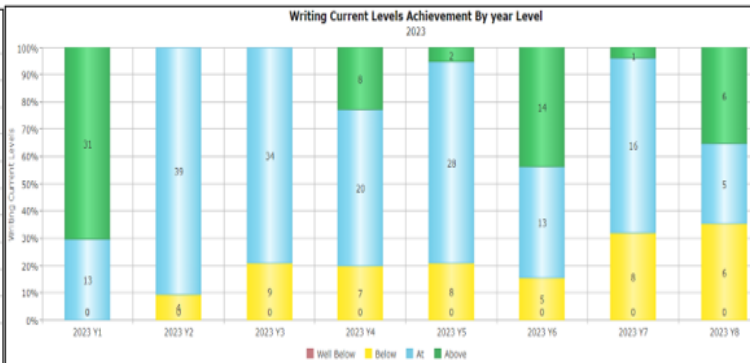
Action Plan: Students in years 1-4 will be on a structured literacy programme, this will be rolled out to the whole school in 2025. All students who are achieving below the expected curriculum levels are on an action plan and those well behind on are on an IEP and receive help from outside agency and or learning support at school.

Progress Achievement 2023 – Writing

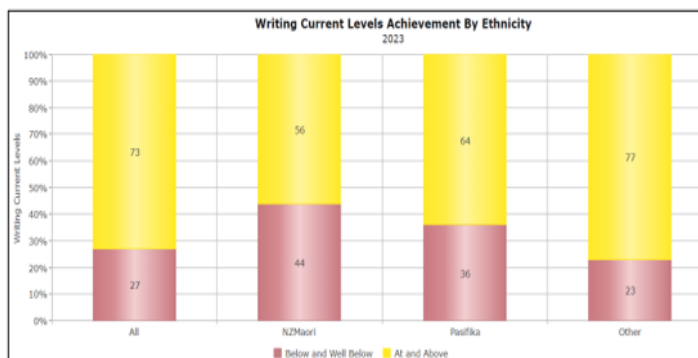
Term 1



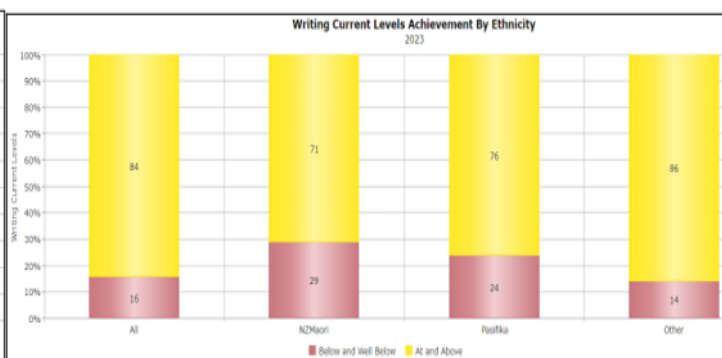
Term 4



Term 1



Term 4



Writing Achievement data 2023 Summary:

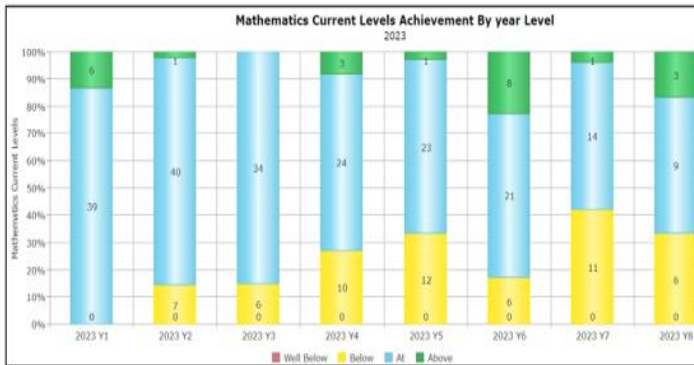
The school, as a whole, has shown a slight decline in writing levels at the end of 2023 when compared with the end of 2022. There has been an improvement in the writing levels during the year with every year level showing a drop in those reading below the expected curriculum levels. There are a greater number of students achieving above the expected curriculum level. Although there has been improvement, there are still 8 out of 25 Year 7 students writing below the expected curriculum, 9 out of 43 Year 3 students and 6 out of 17 Year 8 students. The Year 6 cohort is achieving the highest writing results with 14 out of 32 writing above the expected curriculum level at the end of the year. Male students are achieving slightly higher than female students. There are 14 more male than female students across the school.

Both Pacifica and Māori students as a whole, although writing less well when compared to the school as a whole, have made good progress. 71% of Māori student are writing at or above the expected curriculum levels in Term 4 compared to 56% in Term 1. 76% of Pacifica students are writing at or above the expected curriculum levels at the end of the year, compared with 64% in Term 1.

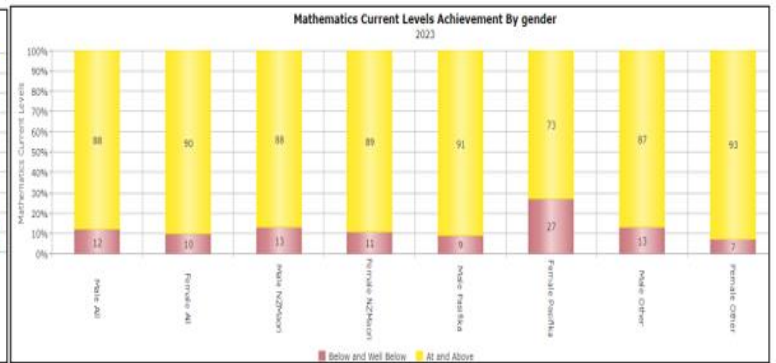
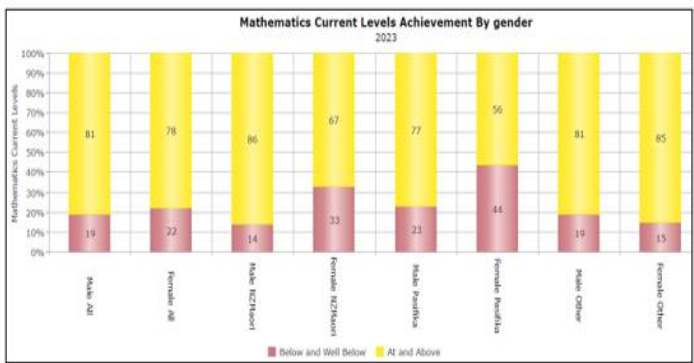
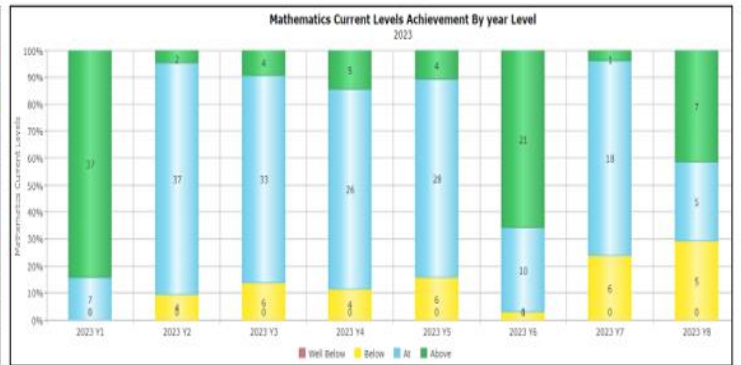
Action Plan: Students in years 1-4 will be on a structured literacy programme, this will be rolled out to the whole school in 2025. Years 4-8 will continue with WTB. A Whole school writing programme will be embedded in 2023 and inform teaching and learning. Teachers will have a common understanding of year level expectation and writing progressions. All students who are achieving below the expected curriculum levels are on an action plan and those well behind on are on an IEP and receive help from outside agency and or learning support at school.

Progress Achievement 2023 – Mathematics

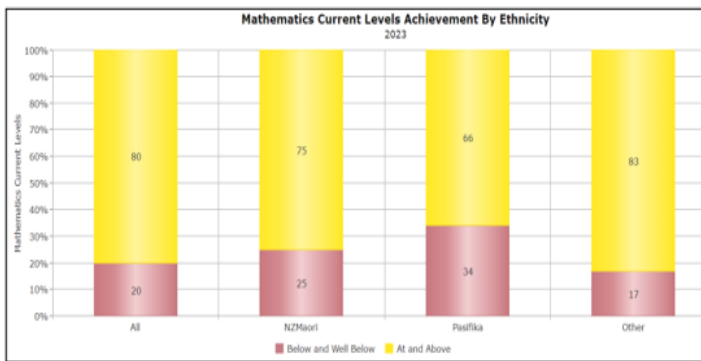
Term 1



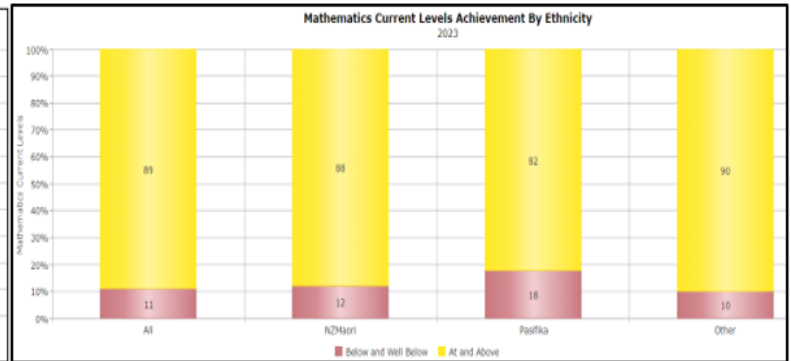
Term 4



Term 1



Term 4



Mathematics Achievement data 2023 Summary:

The school, as a whole, has shown a slight decline in mathematics levels at the end of 2023 when compared with the end of 2022. There has been an improvement in the mathematics levels during the year with every year level showing a drop in those achieving below the expected curriculum levels. There are a greater number of students achieving above the expected curriculum levels. Although there has been improvement, there are still 8 out of 25 Year 7 students below the expected curriculum level. There is little difference between male and female students. Both Pasifika and Māori students as a whole, although achieving slightly less well when compared to the school as a whole, have made good progress. 88% of Māori students are at or above the expected curriculum levels in Term 4 compared to 75% in Term 1. 82% of Pasifika students are achieving at or above the expected curriculum level at the end of 2023. 66% of Pasifika students were achieving at or above the expected curriculum level in Term 1.

Action Plan: All students who are achieving below the expected curriculum levels are on an action plan and those well behind are on an IEP and receive help from outside agency and/or learning support at school.



SCHOOL TARGETS 2023

ANALYSIS OF VARIANCE 2023

Jireh Christian School Achievement Targets 2023

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

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

2022/2023 - Planning

- | | |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
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