



# Jireh Christian School

## Annual Report

2024





# INDEX

<b>Introduction .....</b>	<b>3</b>
<b>School Overview.....</b>	<b>5</b>
- History and Tradition .....	6
- Vision Statement.....	7
- Mission Statement .....	8
- Motto.....	9
- Curriculum Overview .....	10
- Values .....	11
- Vision for a Jireh Christian School Graduate.....	12
- Wellbeing Framework .....	13
- Principles .....	14
- Key Competencies.....	15
- Cultural Diversity and Māori Development.....	17
<b>Strategic Direction.....</b>	<b>18</b>
- Strategic Plan .....	19
<b>Special Character.....</b>	<b>31</b>
- Executive Summary.....	32
<b>School Evaluation .....</b>	<b>35</b>
- Self-Evaluation Cycle 2022 – 2024.....	36
<b>School Learning Area Reports .....</b>	<b>37</b>
- Manu .....	38
- Ika .....	47
- Tiwai .....	55
<b>Curriculum Level Assessment Data .....</b>	<b>68</b>
<b>School Targets 2024 .....</b>	<b>72</b>



## Introduction

### A Year in Summary

Feelings of gratitude and satisfaction rise up as I think of the year which has been. We have reached our maximum roll of 300 students. God has been faithfully at work in our classrooms and sports fields. We have had some significant firsts, fielding our own team of 32 students at Sports Camp, going on our first Missions trip to Samoa and hosting our first international student group for two weeks. Our first chess team competed against 32 schools in the West Auckland division.

New families have been welcomed appropriately into the JCS community through mihi whakatau accompanied by our kapa haka group. Early on we had a compulsory Cyber Safety Parent Meeting to ensure that our students were well protected before device use at school.

As the leaders of the school Tiwai students spent a day at Tree Adventures and Operation Mindfall to strengthen team building and leadership. House Captains and Sports Captains led and served the student body through the year in various ways.

Inquiry has covered many topics with trips to enhance learning to the Howick Historical Village, the Auckland Memorial Museum and Waitākere Transfer Station. St. Johns along with a number of parents in the health industry taught about various aspects of the human body. We had parents come in and take Daily Discipleship lessons. Sea Cleaners came in to do a presentation to Manu around conservation. Both Ika and Tiwai went on camps where students had heaps of fun learning to shoot with a cross bow, paddle a raft, get a team across a river with a rope, whizz down a water slide, perform in a talent quest and so much more. Ika wowed their audience with superb speeches covering a wider variety of topics. They were well researched and carefully crafted.

A number of students have benefitted from and participated in itinerant music lessons, learning to play the piano, lunch time chess, after school art, Mandarin and soccer lessons.

Our grandparents were honoured at our annual Grandparents Day and the Manu team brought Christmas cheer to the people of New Lynn as they sang and gave out cards in the community. We continue to support our TEAR Fund student Benimana Raphael from Rwanda through Mufti Days. The Year 5 cohort learnt about what it might be like as a missionary to a closed land through the Missionary Minded Kids programme run by Asian Outreach. The Children's Bible Mission came and gave a series of lessons to Ika students.

The Parents' Association has been busy again organising a Family Fun BBQ, Walkathon, Movie Night, Calendar Art and to celebrate the year, we ended with a very well attended and yummy Cultural Food Stalls feast. We have held Talanoa Fono and Korero groups for our Pacifica and Māori Whānau. We celebrated a number of language weeks with the highlight being the fire dancers for Samoan Language Week.

In the sporting arena teams competed in the local Whau cluster. Teams of tee ball, cricket and basketball players took to the field to represent JCS. The Auckland Christian Sports days provided soccer, cross-country and netball Days. Students had swimming and gymnastics lessons. Tīwai students took to the climbing walls at Clip n Climb. Athletics Day had our students, jumping, throwing, running and sprinting. The Manu team held a Mini Olympics.

Two Parent/Teacher conferences were held, and reports were issued in Term 2. The end of year progress reports will be live on Friday from 5pm for you to view and download.

The Year 8 students attended a formal Graduation dinner to send them on their way into the next exciting chapter of their learning journey. Our prayer is that the seeds sewn at JCS will bare much fruit as they enter the turbulent waters of college. We end the year with a whole school Awards Ceremony to celebrate, hard work, excellent character and academic achievement.

Thank you to the JCS Board for all the dedication and hard work ensuring that our school remains focussed, runs smoothly and is a safe, happy learning environment.

As another year draws to a close, I would like to take this opportunity to extend a sincere thank you to you, the parents of JCS for your unwavering support in partnering with us to educate, mould and nurture your tamariki to be all that God has intended them to be.

For those who are leaving our school community to pursue new journeys further afield, we pray God's blessing and peace to be with you.

Yours in His service

Sandra Bosman



# SCHOOL OVERVIEW





## History and Tradition

Jireh Christian School is an integrated school with a Special Character that has its roots firmly grounded in a Biblical worldview philosophy which informs the curriculum content and practice. It is situated in Avondale and has a roll of 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 Kumeū, then developed into a small private school in 2000 operating out of Kumeū 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.



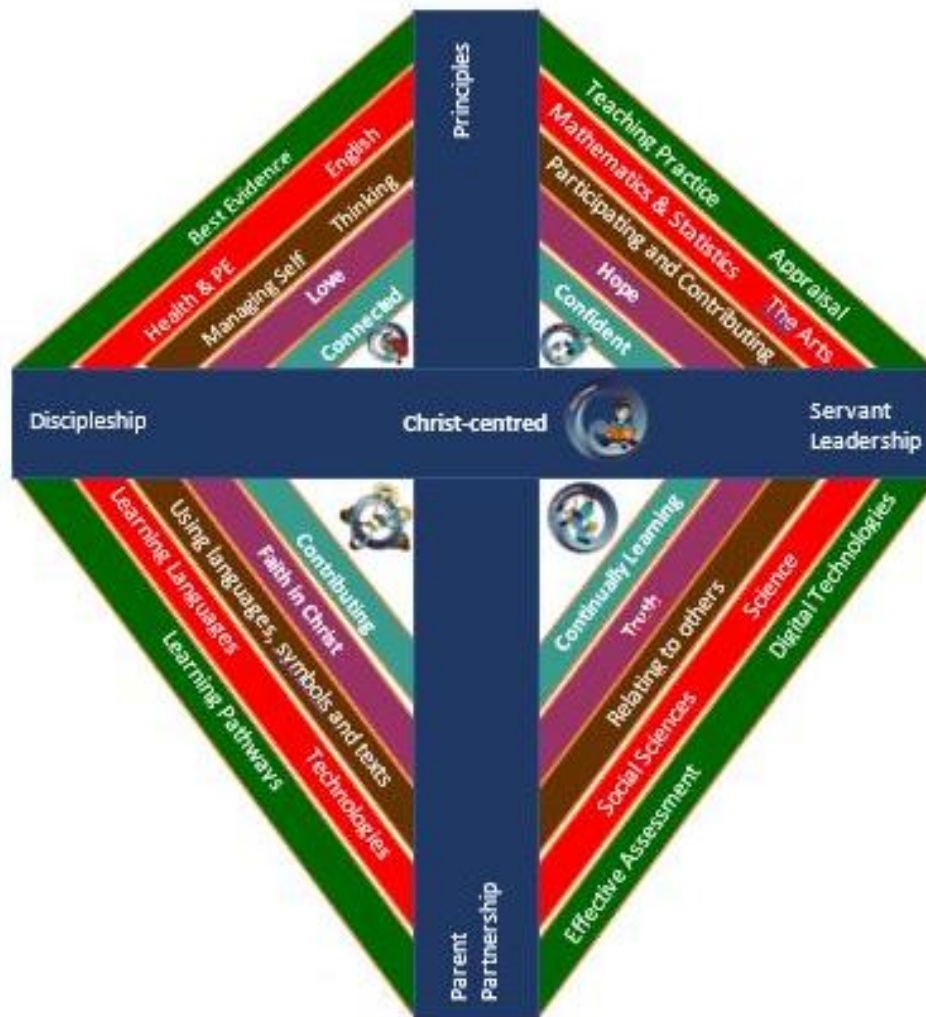
## Motto

**“From God, for God”**  
**“Mai te Atua, mō te Atua”**





# Curriculum Overview



1

- 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:

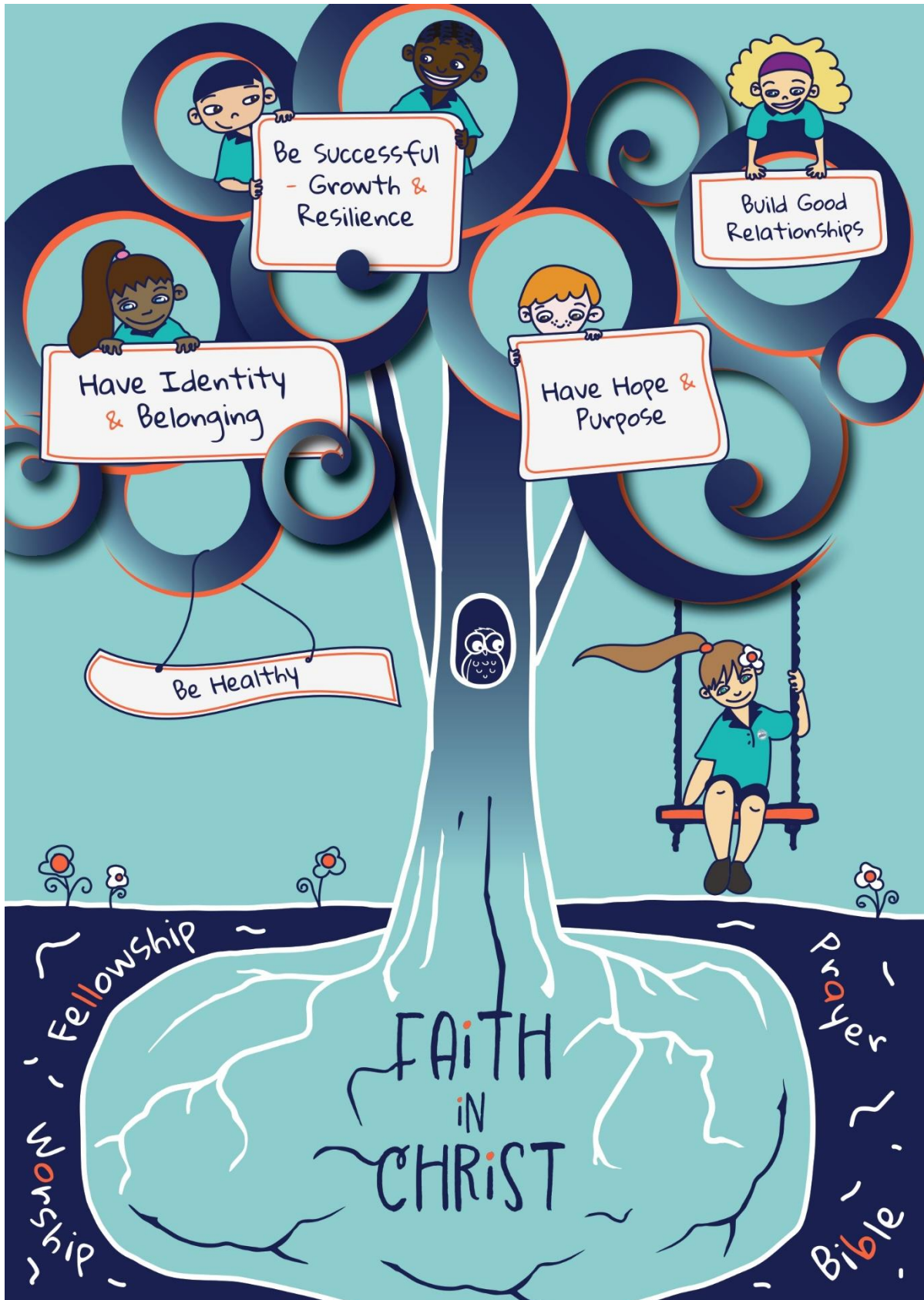
*Christ-centred, confident, connected, contributing and continually learning.*

	
<b>CHRIST-CENTRED   be able to</b> <ul style="list-style-type: none"> <li>actively demonstrate the fruit of the Spirit.</li> <li>make decisions based on a Biblical world view.</li> <li>be an authentic disciple of Christ.</li> <li>live to please God through excellence.</li> </ul>	<b>CONTRIBUTING   be able to</b> <ul style="list-style-type: none"> <li>think critically and be engaged.</li> <li>be good citizens showing care for others.</li> <li>be actively involved in solving real life problems.</li> </ul>
	
<b>CONFIDENT   be able to</b> <ul style="list-style-type: none"> <li>share their faith with others.</li> <li>be an independent, assessment capable learner.</li> <li>have a strong cultural and spiritual identity.</li> <li>be an effective communicator.</li> </ul>	<b>CONNECTED   be able to</b> <ul style="list-style-type: none"> <li>seek to serve the community and be inclusive.</li> <li>collaborate.</li> <li>respect, appreciate and discern the ideas and cultures of others.</li> </ul>
	
<b>CONTINUALLY LEARNING   be able to</b> <ul style="list-style-type: none"> <li>be a problem solver.</li> <li>persevere.</li> <li>be resilient.</li> <li>respond to a changing world.</li> <li>develop giftings faithfully.</li> </ul>	





## Wellbeing Framework





# 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 ensures that each student is given every opportunity to thrive and is viewed as being of intrinsic worth made in the image of God, with unique gifts and talents.

## 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

# 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
<b>Strategic Goal 1</b>  Academic Success for All Learners	<ul style="list-style-type: none"> <li>Develop and embed a whole school approach to ESOL learning</li> <li>Implement the Pasifika Education Action Plan</li> <li>Strengthen the learning environment and connections for Māori learner success</li> </ul>	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  Staff and students know the school mihi and haka and use it organically as part of welcoming people and at formal occasions or gatherings	% of 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%	<b>Pasifika, ESOL and Māori students are achieving academic success</b>
<b>Strategic Goal 2</b>  Developing Staff Capabilities	<ul style="list-style-type: none"> <li>Grow leadership capability</li> <li>Enable and equip staff to deliver a programme of excellence</li> <li>Embed the JCS Student Outcomes and Key Competencies in all learning</li> </ul>	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	Use the StrengthsFinders Programme across the school with all staff  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.  Teachers confidently use in time online reporting to parents.  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%  All teachers are using online reporting. Parent satisfaction survey to continually improve  JCS student graduate profiles show individual progress	<b>Staff are able to plan and execute effective teaching and learning programmes in learning</b>
<b>Strategic Goal 3</b>  A Growing Christian School of Choice	<ul style="list-style-type: none"> <li>Create pathways for Christian Education to be accessible</li> <li>Create a vibrant Makerspace with a dynamic programme</li> <li>Work with the proprietor/stakeholders to develop the school to accommodate growth</li> </ul>	Set up a Charitable Trust for parents to access funds  Design a learning programme for the Makerspace  Plans are drawn up for purpose-built learning spaces to accommodate a Year 1-10 school on the site	Set up a website and data base and gain donors  Teachers are given PLD in how to best use a Makerspace  Lodge an application to grow to include Year 10	Teachers use the Makerspace as an integrated part of their programme  Building commences	A greater number of students are able to access Christian education with financial help available  Teaching and Learning plans show the inclusion of Makerspace activities  Redevelopment of the site with the inclusion of a middle school, encompassing Years 7-10	<b>School roll growth with more stimulating learning spaces</b>

## 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.	<p>The ESOL whole school plan forms part of the induction of new staff.</p> <p>ESOL principles form part of the planning document. Refresher spotlights at staff meetings.</p> <p>New staff have opportunity to view ESOL principles in action in lessons in the classroom.</p> <p>Regular meetings are set up on Friday, during Assembly, 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.</p>	<p>LoL Human Resources Kahui Ako WSL</p> <p>Teachers, ESOL team, Within and Across School Leaders</p> <p>Teachers, Within School Leaders</p> <p>Teachers, ESOL team, Within School Leaders</p>	<p>Term 1 - 4</p> <p>Term 1 - 4</p> <p>Term 2 - 3</p>	<p>\$400</p>	<p>Whole school co-ordinated ESOL plan added to the induction programme of new staff</p> <p>The plan is being embedded across the school.</p> <p>The Plan is embedded and the achievement of ESOL students is continually improving.</p>	<p>The new teachers have been through the induction, including the ESOL plan.</p> <p>Teachers meet with the ESOL department on a <u>needs</u> basis.</p>
1.2 Implement the Pasifika Education Action Plan	<p>The JCS PEAP forms part of the induction of new teachers</p> <p>Meet regularly to gain whānau voice and to report on actions taken and progress being made.</p>	<p>Human Resources</p> <p>Pi teachers Principal</p> <p>Board Pasifika representative whānau Principal</p>	<p>Term 1</p> <p>Term 2 - 4</p> <p>Term 1 - 4</p>	<p>Fono Talanoa- \$2000</p>	<p>The Pasifika Education Plan is embedded and added to the induction programme for new teachers</p>	<p>New teachers have a copy, have read and are aware of the JCS PEAP</p> <p>A Talanoa Fono is to be held this Term.</p>
1.3 Strengthen the learning environment and connections for Māori learner success	<p>Arrange a visit to a local Marae where students and staff can learn the whakapapa of Te Whau</p> <p>PLD for kaiake and rangatahi to gain confidence and improve their Te Reo Māori. Teach teachers and students the school pepeha and haka</p>	<p>LoL- te Reo and Te Ao Māori, Principal</p> <p>LoL, whānau Te Reo Māori- PLD Education Perfect, (EP)</p>	<p>Term 1</p> <p>Terms 1 - 4</p>	<p>\$800</p> <p>\$5000</p>	<p>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.</p> <p>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 whakataua and at formal occasions, gatherings and performances</p>	<p>The school is setting up a booking for a marae visit for Tiwai students, at Unitech which has excellent whakairo depicting the history of te Whau.</p> <p>All teachers are learning te reo on EP</p>

## 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.	OneNote has been set up. An initial meeting with all unit holders is <u>planned</u> this Term.
	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 <del>StrengthsFinders</del> (SF) 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	All teachers have taken the SF <u>test</u> and coaching has begun with individual teachers
		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.	WTB- 2 days of PLD this Term for teachers and the Lit Team
	Students Year 4 - 8 use the online platform for Writers Toolbox.	Writers Toolbox facilitators Teachers	Term 1 - 4		Increased student achievement in writing	Students Yr.5-8 Term 1. Yr. 4 will join from Term 2
	The writing progressions ( <del>wp</del> ), 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.	

	<p>The learning progressions are used to do moderation to gain a common understanding of how they are used in reading, writing and mathematics.</p> <p>A consistent writing programme is developed and embedded.</p> <p>Structured Literacy, (SL) PLD for all teachers Years 1-4</p>	<p>LoL Teachers D.P. Lit Team LoL Teachers D.P. Lit Team</p> <p>LoL</p>	Term 3 - 4	<p>MOE Funded</p> <p>\$50 000</p>	<p>A common understanding is demonstrated through moderation.</p> <p>There is a consistent writing programme embedded across the school.</p> <p>Structured Literacy will form the basis of the reading and spelling programme in Years 1-4.</p>	<p>and learning programme</p> <p>The SL programme is running in Manu. Reflections are given at Learning Area meetings.</p>
<p>2.3 Embed the Student Outcomes and Key Competencies in all learning.</p> <p>(Deferred to 2025 as part of the Kahui Ako initiative)</p>	<p>Teachers have a think tank around the future focussed dispositions that will allow for success.</p> <p>Teachers work through a book together looking at key competencies</p>	<p>Principal, D.P. Teachers</p> <p>Principal, D.P. Teachers</p>	<p>Term 2</p> <p>Term 2 - 4</p>	\$300	<p>Teachers gain a better understanding of the key competencies and dispositions students need for success in a fast changing and increasingly mechanised world</p>	



### Strategic Goal 3 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.	PLD on the elements of the WBF is given by Jacqui Lloyd 2x a term.
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.	The elements and descriptors are part of the Daily Discipleship and Health and PE learning programme. Term 1 covers Identity and Belonging The WBF was launched at assembly.
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.	

## 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
- Mission to Samoa for Tiwai students

### 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	
Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.	<ul style="list-style-type: none"> <li>- Through the Child Friendly and Wellbeing surveys students are able to voice their concerns around bullying and discrimination by anyone at school, teachers and peers. The results are collated, and suitable programmes are set up to address problems.</li> <li>- The Jireh Way and Values express the intrinsic worth of each child, made in the image of God.</li> <li>- Cultural Week is held once every 2 years to give value and honour to all the diverse cultures in our community. The parents run the <u>week</u> and the students dress up in the culture of the day as we celebrate our uniqueness in the unity of our common faith.</li> </ul>
Have high aspirations for every learner and ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.	<ul style="list-style-type: none"> <li>- Parents are consulted as Pasifika, Māori, Asian and Pakeha, acknowledging that priorities may differ for different cultural groups, and all are given the opportunity to share their desires for their children. Consultation is done in cultural groups at meetings, through WeChat for the Chinese parents, at Hui and Fono for Māori and Pacific Island respectively and online surveys.</li> <li>- Māori whānau have developed a rubric for Māori learners' (success as Māori) which is used to inform teachers what to include and how to use the cultural competencies in the teaching and learning programme and to include tikanga Māori in the day-to-day life of the classroom and school.</li> <li>- Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning.</li> <li>- A new history curriculum has been developed in 2022 to be fully implemented in 2023. It will include local history and the history of Christianity, which is part of the special character of JCS.</li> <li>- The Pasifika Education Plan was introduced to staff in 2022 and through consultation with Aiga at Fono and staff an action plan will be developed in 2023 and embedded in 2024.</li> </ul>

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

2. Barrier Free Access How JCS is focussed on achieving the NELPS	
Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.	<ul style="list-style-type: none"> <li>- The <u>Senco</u>, together with the teacher, establish who the students are who require additional <u>help</u> and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning.</li> <li>- SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary.</li> <li>- Students have access to counselling at school.</li> <li>- Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom.</li> <li>- ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student's exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.</li> </ul>
Ensure every learner <u>gains</u> sound foundation skills, including language, literacy and numeracy.	<ul style="list-style-type: none"> <li>- ESOL learners are given assistance in the classroom and in small, withdrawal groups. Teachers and TAs have had PLD and continue to have support in embedding the 7 ESOL practices. ESOL is also a main focus of the Kahui Ako. The 7 ESOL principles are being embedded in the learning programme.</li> <li>- Staff are doing Te Reo Tuatahi programme (2022 - 2024). This PLD leads into the classroom through tikanga and te Reo Māori lessons.</li> </ul>

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

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

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning

- 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 Hikitia.
- An annual trip to a local Marae is planned.

Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

- 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.

- 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.



## KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES:

### WELLBEING

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

School-wide climate and practice

Increase the positive student experience each year.

Teaching and Learning

Increase the positive teacher-student engagement levels each year

Community Partnership

Increase the community partnership statistics levels each year

Pro-social student culture and strategies

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

Maintain an anti-bullying culture

Decrease any anti-social behaviour levels each year

### LEARNING SUPPORT

To raise the overall achievement of all ELL students.

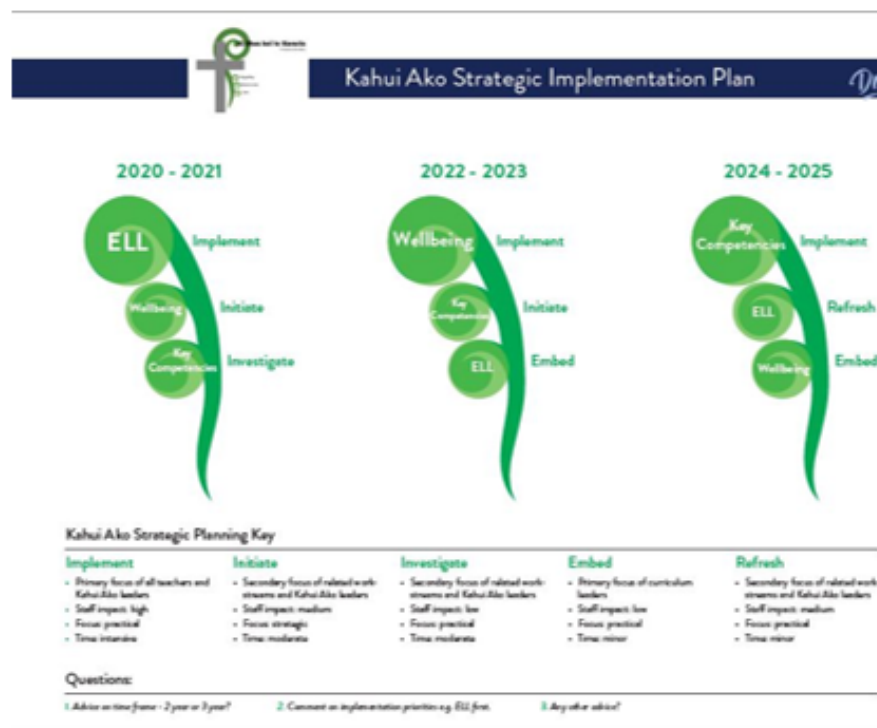
At risk students improve in literacy and numeracy results in their diagnostic assessment each year.

### KEY COMPETENCIES

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

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

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



## ANALYSIS OF VARIANCE 2024

Jireh Christian School Achievement Targets 2024	
<b>Curriculum Areas:</b>	Writing
<b>Key Competency:</b>	Using Language, Symbols and Texts • Interprets and uses words, understanding their impact on the audience.
<b>Baseline Data:</b>	<u>Overall</u> Teacher Judgements in curriculum levels, using the writing progressions. Writing samples Term 1, 2024 and Term 4, 2024
<b>Strategic Goal:</b>	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing Years 2 - 8 by 5% from Term 1 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"> <li>Willingly and confidently share with colleagues.</li> </ul>
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"> <li>Leaders of Learning meet specifically to monitor progress of target students.</li> <li>Meetings will be held at the end of term with each Learning Area to discuss progress of focus students.</li> <li>There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.</li> </ul>
The Literacy Team will inquire into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>Teacher goals set.</li> <li>Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Literacy Team's leadership goal as framed by the Leadership Capabilities Framework.</li> </ul>
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> <li>These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> </ul>
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> <li>Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of Learning / all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> <li>To analyse data, effective teaching and to share good practice.</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>There will be a rigorous moderation process.</li> <li>There will be critical analysis of data and rigorous tracking of target students.</li> </ul>
All students and teachers will be part of the Writers Toolbox PLD. This takes place 18 times a year with workshops, coaching and an online tool for Years 5 - 8	Writers Toolbox facilitators Teachers Leader of Learning - Writing	2022 - 2024	<ul style="list-style-type: none"> <li>2024 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction.</li> <li>Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions.</li> <li>Teachers experimenting with, and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD.</li> <li>A positive shift in attitude towards writing, in both students and teachers.</li> </ul>
Teachers on a <u>3 year</u> PLD programme - WTB, 2022-2024	WTB facilitators	Term 1 - 4, 2022 - 2024	<ul style="list-style-type: none"> <li>An embedded school wide writing programme.</li> <li>Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels.</li> <li>Greater student engagement and output in the area of writing.</li> </ul>
2023/2024 - Planning			
<ul style="list-style-type: none"> <li>Students will use progressions to inform next learning/goal setting.</li> <li>Student agency will be developed.</li> <li>There will be clarity and understanding of writing progressions and curriculum level expectations.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers and students will continue to be part of the Writers Toolbox PLD over the next 3 years.</li> <li>Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.</li> </ul>	



# SPECIAL CHARACTER



## Special Character

### EXECUTIVE SUMMARY

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

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

Daily Discipleship lessons happen across the School and are centred around a central theme (a characteristic of God) and a JCS Value, these dovetail with our broad inquiry topic. This is to ensure that our Special Character is integral to all learning and tackles real life contexts and problems which students investigate, explore and find solutions to. Students engage in problems facing humanity in the 21<sup>st</sup> Century and consider what the Bible, as authoritative truth, has to say and how we should respond and live as His people in His world.

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, storytelling, 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. Market Days are held to raise money for various needs, and we have a parent prayer meeting every Wednesday morning and a prayer request box in the reception area.

In terms of mission, 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. Our first mission trip to Samoa was a great success. 11 Students and 9 adults had the privilege of staying at Falese'ela village on the Southwest coast of Upolu, as well as time in Apia, performing in churches, and a school. We were able to bring much needed resources to the local school. The cultural experience was exceptional. We hope to go on mission biannually.



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 Wellbeing framework is being embedded in various ways across the School, in the daily discipleship, health, P.E and drama curriculum.

**Challenges** – Staff are encouraged to take regular sabbath rest, spend time with the Father and come each day with fresh mana from an outflow of the Holy Spirit.

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.

The Parent prayer team is growing, and prayer needs are shared through a WhatsApp group, and a prayer request box in the foyer. They join for prayer weekly.

### **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. Students are interviewed to ensure we are getting their perspective on school life.

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.**

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.

Teachers and leadership identified the key aspects of God's character that they would want their children need 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

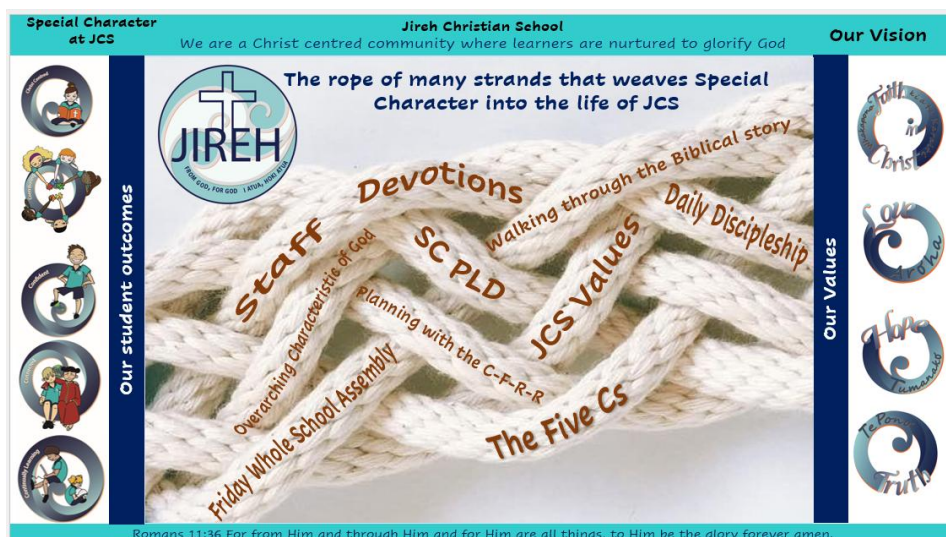
It was felt that it is important to not just know these truths about God but to be challenged to respond to each one. If God is Holy and Wise (and He is) then I am called to be full of integrity and act with wisdom. If God is Peace (and He is), then I am called to live in His peace in the midst of turmoil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

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







# SCHOOL LEARNING AREA REPORTS

## Annual School Report to the Board of Trustees



**Year**

2024

**School**

Jireh Christian School

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

### Annual Summary - MANU LEARNING AREA

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

#### **Introduction:**

The Manu team, comprised of Years 0-3 children, consists of five classes – Tūi, Kererū, Kākāpō, Pīwakawaka and Kōtare. Kererū (Years 0-1) class has 13 students. Tūi (Years 1-2) class has 22 students. Kākāpō (Years 2-3) has 27 students. Kōtare (Years 2-3) has 23 students, and Pīwakawaka (Years 2-3) has 27 students, giving a total of 112 students. There will be an additional 7 New Entrants beginning in Term 2.

In Kererū, 7 out of 13 children are ESOL. In Tūi, 10 out of 23 children are ESOL. In Kākāpō, 17 out of 27 children are ESOL. In Pīwakawaka, 16 out of 27 children are ESOL. In Kōtare, 16 out of 23 children are ESOL.

#### **Staffing:**

The six teachers in the Manu team are Jo Duxfield, Debra Wood, Sandra Lee Bautista, Naomi Villegas, Clarisse Sinapilo, and Nicola Pallesen. Four of the teachers are experienced teachers and two of the team are reasonably new to teaching. Naomi Stephenson, Judi Henderson, and Ruth Scott cover the release time within our team. Naomi Stephenson and Judi release Naomi Villegas and Nicola Pallesen, respectively, and teach a range of topics such as Maths Strand, Literacy, Daily Discipleship, P.E., Te Reo Māori, and Digital Technology. Ruth Scott releases Sandra Lee Bautista and Clarisse Sinapilo.

#### **Strengths:**

##### **Teaching Strengths:**

Within our team we have a number of teachers with performing arts abilities, such as the ability to create short musicals, and sing and play musical instruments. This enabled the Manu team to put together an Easter production which will be presented in Week 10 during our school assembly. Annually, the Manu team also shares the Christmas story through song, dance, and drama at local retirement villages.

##### **Continually Learning**

Our team consistently demonstrates a willingness and openness to learn new things. One key example of this is the Structured Literacy programme which has been introduced this year. All teachers within the team have been willing to engage with the resources, ask questions as needed and follow the scope and sequence of this literacy programme. Most of the teachers within the team have chosen to base their teaching inquiry around different aspects of Structured Literacy such as handwriting, extending students who are high decoders, and effective teaching practices. Our team will also have opportunities to share their learnings within our team meetings throughout the year.

##### **Collaboration**

Teachers are willing to share teaching ideas and resources within the team. When a teacher has created or discovered an engaging resource or activity, they are always keen to share these with the team during a team meeting or via email. Teachers collaborate and continue to help each other in all areas.

##### **Team Assembly**

Fortnightly, we have our team Daily Discipleship assembly which provides each Manu teacher an opportunity to lead an assembly with all the students in Manu. This is a great opportunity for the students, particularly newer students, to become more familiar with the teachers and other students within the Manu team. The assembly includes singing,

prayer, teaching the memory verse of the week within the context of its passage, introducing new students and sharing notices.

### **Weaknesses:**

#### **Low literacy levels**

**Year 2:** We have 43 Year 2 children in our team. Of these 43, 41 were at Jireh in 2023. Of these 41 children, just 8 students (20%) were achieving at the expected level (level 12+ on the colour wheel) at the end of last year. This means that 33/41 (80%) of our Year 2 students began the year working below the expected level. Of the 8 students that met the expectation, 2 of these students were reading above expectation.

**Year 3:** We have 45 Year 3 children in our team. Of these 45, 42 were at Jireh in 2023. Of these 42, just 16 students (38%) had met the Year 3 expectation of level 17+ on the colour wheel at the end of last year. This means that 26 children (62%) began the year working below the expected level. No current Year 3 students began the year above the expected level (level 21+).

**Year 2 and 3:** In summary, of the 72 Year 2 and 3 students who were at Jireh last year, 24 achieved at the expected level. This is 33.3% of our students. This means that 48/72, or 66.6%, of our students ended 2023 achieving below expectation according to the NZ expectations of the colour wheel.

#### **Class sizes**

Our team has the two largest class sizes in the school with 27 students. Like all classes, there are diverse academic, social and emotional needs of our students that teachers need to cater for. Our New Entrant class will also go to 20 students in Term 2.

#### **Lack of Space**

In order for the junior classes to incorporate more play-based learning and hands-on practical learning activities, more space is required. Tūi class, in particular, is very cramped with currently 22 students in the small room. It would be ideal to have the deck outside Kererū wrap further around alongside Tūi class. Ideally, bifold doors could be inserted in the wall to allow more teaching and learning space. In addition, covered areas where students can continue and extend their learning and work outside both during sunny and wet days would be great.

### **Opportunities:**

#### **ESOL students**

There are currently 59 out of 100 students from Tūi, Kākāpō, Pīwakawaka, and Kōtare classes who are ESOL funded (not including those in Kererū class). This means that we have students who may have lower abilities in speaking English which would influence their speaking, listening, writing and reading. However, we have two ESOL teachers who specifically target the needs of each student to accelerate their progress in each area of the curriculum. They receive support once a week for 30 minutes to 1 hour. Moreover, our new Structured Literacy programme aims to minimise the language challenges as it teaches not just decoding but also language comprehension. This builds students' background knowledge and vocabulary to improve students' overall reading comprehension of texts.

#### **Structured Literacy and Teaching Inquiry**

This year, the school has introduced and is implementing Structured Literacy, a reading programme backed by the Science of Reading to improve the reading and writing levels of all students. This is a lot of learning for both teachers and parents and if done well, it can achieve great results for all students. The resources being used are from *Little Learners Love Literacy*. The teacher packs for Year 1 of the programme and the classroom packs for Year 2 of the programme have been purchased by the school, so all the Manu teachers are resourced for this. Last year, our teacher aides spent time cutting and laminating resources for the Manu teachers - including picture cards, letters and words. Teachers are involved in ongoing PD throughout the year. Manu teacher inquiries this year are also on the different aspects of structured literacy. This is exciting as we explore this further and share our findings and learnings within the team and share resources and teaching ideas that have been successful.

#### **Parent involvement and support**

At the beginning of this year, we sent a survey to our parents to find out more about our children. As a part of this we asked about our parents' and whanau's expertise and how they would like to support us in different areas such as in Daily Discipleship, Inquiry, reading, and more. So far, we had lots of parents and grandparents volunteer on our Howick Historical Village trip, P.E. rotations, leading daily discipleship sessions, doing reading support, and resource making.

We have one grandmother who is offering her time to support in our classes part-time for 5-days a week. She is helping with reading, pasting and other support jobs.

### **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 at school. Although there is no obligation for teachers to do this, and no obligation for parents to ask their children to complete schoolwork, parents seem very open and interested in having work for their children. This has meant that children, who would have ordinarily needed to catch-up when they returned to school, are taking steps to be able to keep up while they are away.

### **Wellbeing Framework implementation**

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 Kāhui Ako continues to be ELL (English Language Learners) and integrating the ELL principles into our teaching practice. Using the newly developed Wellbeing Framework, our staff will unpack different elements of the wellbeing framework starting with 'Identity and Belonging' in Term 1, which ties perfectly with this term's characteristic of God and inquiry we are exploring. Then, 'Be Healthy' in Term 2, which will tie perfectly when we look at Systems of the Human Body.

### **Opportunities to share the gospel**

We have exciting opportunities planned to share the gospel to our school and wider communities through our Easter production in April and Christmas musical in Term 4. We have seen a positive response from our non-preference students, and there have been plenty of opportunities to share the gospel and pray together during our preparations and rehearsals.

### **Threats:**

#### **Lack of knowledge or uncertainty on how to support students and teachers with Structured Literacy**

With Structured Literacy being a newly introduced programme in our school, there is potential for parents and whānau to not understand how it works, thus, not knowing how they can support their children's learning at home, and being fully on board with what is happening at school. We hope that as we start this learning journey together our whānau community trusts that our teachers always have the best interests of their children in mind and trust the process we are currently taking.

#### **New phasing (Years 0-3)**

With the Curriculum Refresh, the levels have been renamed as phases. The new phase puts Year 3 in the same learning area, Manu, as Years 0-2. This new phasing poses challenges as we see different dynamics at play in the classroom such as the different maturity levels of students, and students forming new friendships in classes. In addition, the only curriculum that has been fully refreshed and rolled out is the Aotearoa New Zealand Histories Curriculum which means that we are planning and teaching the rest of the curriculum using the 'old' curriculum levels. NZ Curriculum Level 1 is generally Years 0-2 and Level 2 is generally Years 3-4. This means that while we wait for the curriculum to be refreshed and finalised, teachers within our team are working between levels.

#### **Student punctuality and attendance:**

Lateness and attendance will be reported in our Term 2 reports for parents to see. This is an ongoing concern as the attendance level of 15 students is less than 90%. Five of these 15 students were away overseas on an extended holiday during term time. Of these 15, 7 children have less than 70% attendance this year and the other 8 children have attended between 70%-90% of school. This means that many of these students are missing at least one day of school each week. In addition to this, punctuality is also a key issue for a number of our students who regularly arrive late. This results in these children missing the learning at the beginning of the day and can often cause children to feel less settled when they join the class.

### **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 will cover include: God is ONE GOD; we are called to live as one under His Lordship. In Term 2, we will explore God is Faithful to all His promises. In Term 3, we will learn how God is Holy and Wise, and coming up in Term 4, Jesus is our Prince of Peace. Inquiry topics are arranged around these themes.
- We have fortnightly assemblies which are part of our Daily Discipleship programme. The Memory Verse of the week is introduced and discussed.
- Whole school assembly on Fridays also includes Sandra Bosman leading the school through key stories in the Bible.
- Students memorise scriptures/passages weekly. The Bible verses are chosen to support the focus of the term, e.g: unity.
- Students are encouraged to share prayer requests and pray for, and with, each other in class.
- Teachers also naturally integrate our faith in all aspects of learning and teaching (e.g., restorative practice).

### **Accelerating Student Achievement: Māori**

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

This section could include:

- Graphs showing value added and an update of progress and achievement of students who identify as Māori.
  - Proposed or actual 'Raising Achievement Plan' (RAP) that targets Māori achievement & progress (i.e., Inquiry or Ka Hikitia).
  - Professional Development to assist staff in implementing the RAP.
  - How conditions have been modified to ensure student progress and achievement for Māori achieving as Māori.
- Kapa Haka is held weekly on a Friday afternoon and is organised by Lauren Ransley and led by several parents. This year, Year 4 students and older are able to sign up for this and attend Kapa Haka which means our Manu students are not able to join.
  - Te Reo Māori PD: The teachers are all undertaking personal professional development in Te Reo Māori through Education Perfect. This is self-directed and will support the teaching staff to grow in their confidence of pronouncing words in Te Reo Māori correctly. As a result, teachers will be better equipped to support students to do the same.
  - Whānau involvement in school activities where possible, such as the termly hui.
  - There are 2 students within the Manu Team who identify as NZ Māori.

### **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:

- Chinese club after school
- Chess in Term 1 during lunchtime, run by a specialist.
- Music lessons run by two music specialists.
- Students participate in education outside the classroom e.g. Year 1-3 trip to Howick Historical Village in Term 1, the Life Education bus in Term 2, swimming, gymnastics and more.
- Students participate in the Whau Cluster sports led by Maliah Tato. Opportunities so far have only included students from Year 4 and above.

### **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 Manu 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 two ESOL teachers who work with our ESOL children in small group settings.
- Vicki Morris oversees our Learning Support Programme and conducts IEPs when necessary.
- Outside agencies are referred to as necessary, such as an RTLB and a speech and language therapist.

**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 Student Outcome for the Term e.g. Term 1 = Connected, Term 2 = Continually Learning, Term 3 = Contributing, Term 4 = Christ-Centred
- We include one Jireh value each term in our planning as our focus, e.g: Term 1 - Love/Aroha
- The school-wide technology plan is being incorporated into the curriculum with time set aside each week for digital technology. Each class has a 45-minute Digital Technology lesson and the focus for Term 1 is currently cyber safety and digital citizenship. The digital safety resources have been planned and shared by Sarah Thomson, the Digital lead teacher at school.
- Later in the year, when Digital Technology skills and applications have been learnt, these will be incorporated into other learning areas, such as the use of QR codes, PicCollage and more.
- The Year 2-3 children use iPads regularly as part of their classroom programme. There are 9 iPads per Year 2-3 classroom that are provided by the school for children. The Year 0-1 classroom will not begin using iPads until Term 3, the Year 1-2 classroom will begin using iPads in Term 2.
- A new digital safety agreement was developed in 2022 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.

**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 Manu was held in person after the whole-school digital safety parent meeting in the church. This parent meeting introduced the teachers, shared information and expectations in our team around areas such as uniform, homework, and routines, and introduced parents to the new Structured Literacy programme we are implementing this year.
  - 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 at the end of Term 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 and collaboration with parents is always welcomed.
  - Via a Manu survey sent at the beginning of the year, parents are invited to let us know their skill sets and where they would be happy to serve at school. This provided information for our teachers about parents that can be invited into the classroom to share their expertise and knowledge.

**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 Writer's Toolbox coaches. Each Manu class has a teacher pack of sentence trains for teaching and modelling and a student pack for students to write on smaller train sets. In Term 1, our team has had a focus on sentence construction or simple sentences. As the year progresses, we will teach different sentence types, such as adverb-start and preposition-start sentences. After students have crafted their writing and received feedback, published writing will be displayed on the classroom wall.

Handwriting has had a much greater focus and the children in all Manu classes have 4-5 lessons per week to learn the correct letter formation. The Casey Caterpillar vocabulary is used to ensure consistency among classes and handwriting formation pages are sent home to parents in homework books so parents can reinforce the same vocabulary and formation.

### **Reading**

With the shift to teaching a more evidence-based approach to reading and following The Science of Reading, there is a greater focus on teaching phonemes, common and alternative graphemes, spelling rules and vocabulary development. The children all begin in a whole-class lesson with a sound box to develop vocabulary and the teacher reading to the class. Tūi and Kērērū are following the Scope and Sequence as a whole class and, for Term 1, this meant teaching one grapheme/phoneme correspondence a week. From Term 2 onwards, this will increase to two per week. For Kōtare, Pīwakawaka and Kākāpō, the year began with whole class teaching as we set up instructional routines. However, after administering the LLARS (Little Learners Assessment of Reading Skills), the children have been grouped and those that are more capable have begun further down the teaching sequence. This has meant teaching spelling rules, morphology e.g: suffixes, and the different sounds a grapheme can make, such as the 3 sounds of the past tense suffix 'ed'. Each child has a Home Reading Journal and the texts that go home are either decodable stories that include the grapheme/phoneme or spelling rule being taught or are texts at their expected reading level, so they are exposed to greater content knowledge and vocabulary. The *Little Learners Love Literacy* resources provide the scope and sequence of the sounds taught each week. During the week there may be a range of spelling activities used within the class to support the phonics teaching such as teaching videos, cloze activities, the Let's Spell activity, and games like Roll and Read.

### *Parent Feedback from 2023: \*Name has been changed to protect the identity of the student.*

Paul has struggled with reading and spelling since he started school. He is now in Year 3 and by the start of this year he was way behind his expected level. He was reading at around Level 5 and should have been around Level 13. Sight words were hit and miss. He could not spell any words except his name and "cat". I began to wonder if he might be dyslexic, as dyslexia already exists in our family.

I was really excited (but to be honest, probably a bit sceptical) at the start of the year when Nicola told me she was going to start teaching Paul in a special group using the structured literacy approach. Three terms in, I have been amazed at the results. Paul knows his phonic sounds really well and now has a strong foundation for reading. It is still early days as he is still learning the blends.

The biggest difference has been in spelling. Learning his weekly spelling words is now a positive experience. He shows confidence as he sounds out the word and consistently gets good results in the test on Fridays. He will often hop in the car and proudly announce he got 10/10.

I found it hard at times during the year because I felt he needed to be reading a "real" book and had to be patient while he systematically learned the sounds all over again. But I definitely feel this approach has made all the difference. He has never been given sounds or words that he has not been explicitly taught so he always knows how to sound them out. This has hugely improved his confidence.

## **Maths**

Our Years 0-2 students use the Numeracy Project, working on both number knowledge and strategy. Pr1me 1A book is also used as a teaching resource, when needed. Learning is assessed by a test called Junior Assessment in Mathematics (JAM).

Year 3 students use Pr1me to learn Maths. Teachers use the Pr1me Teacher's Guide to plan for these lessons. The children use both the Course Book and the Practice Book during lessons. Pr1me is assessed by Review and Summative tests. All Year 3 students are using the 2A Pr1me book, which is the expected level for their year, except for 6 students who are working below and are using the 1A Pr1me book. We also have three Year 3 students who are working above using a 3A Pr1me book.

## **Science**

In Term 2, Manu students will be learning about the Systems of the Body. Life Education van will also be visiting our school. In Term 3, students will be learning about Recycling and Reusing and stewarding resources. Fire, the water cycle, and extreme weather are the foci in Term 4.

## **Digital Technology**

All students are doing the Digital Citizenship programme, wherein students learn about how to keep themselves safe online and also learn skills on how to use digital technology. Students are also taught how to use a range of applications loaded onto our iPads, such as Mathletics, Epic! and more. Our Years 0-1 students have started their computational thinking lessons with the use of K'nex, whilst Years 2-3 students will look at coding from Term 2.

## **PE**

Students participate in P.E. lessons each week based on the school-wide sport planned for each term. The focus this term is on small ball skills and games. From Weeks 7-11, all students do athletics-related skills and movement. All our Year 3 students will be participating in Athletics with Years 4-8.

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 Student Outcomes, Jireh Values, Key Competencies, the ESOL principles, JCS Wellbeing Framework element, learning objectives and lesson resources and planning. Learning Objectives are taken from the NZ Curriculum and Learning Progressions' documents. Although unit plans for Maths (using either the Numeracy Project or Pr1me), Literacy (Reading, Writing, Phonics using the Little Learners Love Literacy programme), P.E., Digital Technology, Daily Discipleship, Inquiry, and Maths Strand are all shared within the team, all are adapted to suit the needs of each class. Plans are shared to ensure consistency within the team, and to provide clear progressions for each year level.

## **Progress Tracking**

Teachers keep their own data books which may be online and/or a hard copy. These data books contain 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 in books, spelling scores and weekly memory verse recitation. 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 Pr1me tests, IKAN, Probe, e-sTTle, PAT and OTJs.

## **Personalised Programmes**

Students within classes are grouped into different learning groups depending on their learning goals, needs, and abilities. Teachers within the Manu team also work collaboratively, so at times, students who may need extra support might go to a different class for a specific subject so they can work with peers working at the same level.

**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. When and where needed, teachers within the team also collaborate to take students, who may be well below or well above their expected level and cater to their learning needs.
  - Teacher aide hours are provided for a number of students in Manu team whom classroom teachers have identified as needing extra help and support. This is usually a 30-minute to 1 hour time slot once a week.
  - Classroom teachers work collaboratively with the ESOL department to support ESOL students. There are 59 out of 100 students from Tūi, Kākāpō, Pīwakawaka, and Kōtare classes who currently receive ESOL instruction once a week for 30 minutes to 1 hour.

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

This section could include:

- Actions and initiatives taken to identify and improve the progress and achievement of Māori learners.
  - How Te Reo Māori is incorporated as part of the teaching programme.
  - PD for staff.
- Te Reo Māori unit planning is based on lesson plans which have been written in alignment with the Te Reo Māori Curriculum Guidelines - Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki. The Achievement Objectives listed in the lesson plans are derived from that document. In each level, the lesson plans found on Te Kete Ipurangi (TKI) provide links to accompanying resource sheets and activities.
  - In Term 1, the focus is to teach students to introduce themselves, ask and respond to questions asking personal information, writing and learning their pepeha, and using and responding to simple classroom language.
  - Students learn Te Reo weekly for 30 minutes from an online source and an increasing kete of resources, ensuring correct pronunciation and protocol.
  - JCS also has a whānau kōrero group, where whānau meet once a term to advise and discuss how we can be more bi-culturally responsive.
  - Teachers also take part in regular Te Reo PLD through Education Perfect.

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, pōwhiri, Ka Hikitia.
  - Links with local Iwi and whanau.
  - Programmes that make Māori achieve as Māori.
- 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 PLD: Teachers are enrolled in a Te Reo Māori course through Education Perfect. This PLD involves pronunciations, and interactive quizzes and games to reinforce learning.
  - Teachers are encouraged to know their learners and to have the cultural identities displayed for each child in the classroom.
  - Students' work and cultural identity are displayed in classrooms, and students are invited to share their culture with the class and wider school community.
  - Parents and whānau are also invited to teach the students and share in the learning experience as a teacher in their field of expertise (e.g., Whānau involved in teaching and leading the Kapa Haka for Years 4-8.) School assemblies also include singing the National Anthem in Te Reo and one worship song in Te Reo.



## NEG 6

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

This section could include:

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

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

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

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

## NEG 7

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

This section could include:

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

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

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.

## 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

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.

## 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, pōwhiri, Ka Hikitia
- Links with local Iwi and whanau
- 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.

Kapa haka runs weekly for those who want to attend.

## 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 Syndicate now includes Year 4 students, alongside Year 5 and 6 students, organised into five classes. This year marks the expansion to include Year 4s.

- Tāmure: A Year 4 class with 25 students, taught by Sarah Thomson.
- Pātiki: A Year 4 class with 17 students, taught by Greg Woodcock.
- Kahawai: A Year 5 class with 25 students, taught by Linda Baird.
- Taraute: A mixed Year 5/6 class with 22 students, taught by Natasha Breese.
- Morihana: A Year 6 class with 22 students, taught by Maliah Tato.

Transitioning from a Year 5 and 6 syndicate to a Year 4-6 syndicate has presented both challenges and benefits, but overall, it is working well. The larger team enables teachers to effectively utilise cross-class collaborations and expert lessons in the arts, and other areas to enhance the learning experience. This structure also supports expert planning and provides robust support, particularly with the implementation of structured literacy changes, ensuring each student's development is supported.

### STRENGTHS

#### Teaching Staff:

We are fortunate to have dedicated and professional teachers who integrate learning from a Biblical worldview. They are committed to using their diverse strengths to inspire and support Ika students in their academic, spiritual, and physical growth. Our teachers work closely with parents to help students reach their God-given potential. Each teacher brings unique expertise to the team: Mrs. Thomson excels in digital learning, Miss Tato in sport and math, Mrs. Baird in music, drama, and dance. Mrs. Breese in STEM, inquiry, visual art, and literacy, and Mr. Woodcock in theology, providing excellent daily discipleship. The variety of strengths enriches our teaching environment and supports the overall development of our students.

#### Student Leadership Development:

Students have numerous opportunities to build confidence, resilience, and leadership skills through engaging in activities that contribute to the school community.

#### Collaborative Planning:

Teachers work collaboratively to plan across all areas, creating rich learning experiences for Ika students. Our planning is detailed and adaptable, continuously revised to reflect best practices and we aim to develop plans that can be refreshed each cycle. The team meets twice a term to discuss long term planning, ensuring effective collaboration. During these detailed planning meetings, each teacher presents their plans to the team, fostering understanding and mutual support in teaching.

**Ika Assembly:**

We hold a weekly Ika assembly centred on the well-being framework, with teachers taking turns each week to explicitly teach these concepts to the students. Additionally, each term, the overarching biblical theme is presented and led by our teachers and Year 6 students.

**Student Leadership:**

Year 6 students take the lead in Ika assemblies, sharing their knowledge and serving as role models. They also manage the school sports shed, facilitating the distribution of sports equipment for the entire school. Additionally, a leadership programme is available for Year 5-6 students, facilitated by GROWTH Culture and Whau Sports.

**Classroom Management:**

Classroom management is a strength in Ika, with the team always conscious of maintaining order and organisation. Team leaders place high value on respectful and responsive classrooms, continuously driving the focus towards character development in our students.

**Collaborative Projects:**

Students work together on projects that require input from everyone. This encourages teamwork and allows students to develop key competencies.

**Sports Events:**

Sporting events and opportunities to play sport are a significant strength in Ika. We provide a platform for building teamwork, resilience, and school spirit. Students participate in sport days and sport competitions in a range of sports each term.

**Engaging the Parent Community:**

Engaging with the parent community is a strength for Ika, this enriches the learning experience and strengthens the school community. By inviting parents who are experts in various fields, such as doctors and nurses, to share their knowledge about the human body, students gain real-world insights that bring their learning to life. Parents also play a vital role in supporting sports activities, whether by coaching teams, or helping with events, or simply cheering from the sidelines.

**CHALLENGES****Students Lateness and Student Attendance:**

Addressing student lateness and absences, whether due to long family holidays or unexplained reasons, presents a significant challenge. Consistent attendance is crucial for student learning and development, and frequent absences disrupt student's progress. The team is focused on understanding the underlying causes of these absences and working collaboratively with families to find solutions that support consistent attendance.

**Gifted and Talented:**

Providing for gifted and talented students is an ongoing challenge. While it's important to provide these students with opportunities to reach their full potential, facilitating programmes that cater to their unique needs requires both time and expertise. Creating an environment that challenges and engages gifted students without isolating them from their peers can be difficult.

**Supporting low-level achievers:**

On the flip side, supporting our low-level achievers who consistently struggle to meet the standards is equally challenging. These students require targeted interventions and personalised learning strategies to help them make the necessary progress. Identifying gaps in their understanding and providing timely, effective support is crucial. Teachers need time and support to differentiate instruction for these students. Maintaining engagement and motivation for all students demands careful planning and resource allocation. Collaboration with parents and caregivers is also essential to reinforce learning and support these students' development outside of school.

**Year 4 Transition:**

Improving the transition for Year 4 students entering Ika is crucial, as this shift can be quite overwhelming for some students due to the increased pace and higher expectations. Teachers aim to implement strategies that ease this transition, ensuring students feel supported and confident as they step into the next stage of their learning journey.

This might involve gradually introducing new routines, providing clear expectations, and fostering a supportive classroom environment that encourages independence and maturity.

#### **Providing practical community service opportunities for Ika students:**

This a valuable way to foster a sense of responsibility, empathy, and connection to their community. Engaging students in community service allows them to apply their skills and learning in real-world contexts, promoting personal growth and awareness. These opportunities can range from local environmental projects, such as planting trees or cleaning up parks, or supporting local charities. By participating in these activities, students can learn the importance of teamwork, leadership, and making a positive impact. Ika teachers would love to engage with this more however finding time in our very busy timetable is difficult at times.

#### **Devices/AI:**

Addressing the misuse of devices in class is increasingly important as technology becomes a staple in education. While digital tools offer vast educational opportunities, they can also lead to distractions if not properly managed. Tools like Hapara have helped teachers to monitor and manage screen activity by allowing teachers to view students' screens, manage open tabs, and provide real-time feedback. This helps keep students focused and on-task. However, with the rise of AI it introduces new challenges. Students may inappropriately use AI to access shortcuts, such as generating answers without understanding the material, or engaging with content that isn't suitable for their level. This misuse can hinder learning and lead to a lack of critical thinking and problem-solving skills. As teachers we need to be vigilant and establish clear guidelines on the appropriate use of AI in the classroom.

#### **Social Dynamics:**

Ongoing and persistent relationship breakdowns which significantly affect a student's emotional well-being and academic performance. Conflicts with peers, misunderstandings, or falling out with friends can create a distracting environment that hinders a student's ability to focus on learning.

#### **THREATS**

##### **Curriculum Overload:**

As students' progress, the curriculum can become more demanding, which may overwhelm them and lead to stress or disengagement.

##### **Attendance:**

Students with a history of regular absenteeism.

##### **Non-English-Speaking Students:**

The rise in enrolment of non-English speaking students in our syndicate presents a unique teaching challenge. Adapting lessons and materials to meet their early language needs is resource-intensive and time-consuming. Teachers often rely on student-student translation to ensure all students can access the curriculum, which can be quite demanding on the translating student. Providing adequate support is essential to help these students integrate successfully and reach their full potential, while also preventing undue strain on teaching staff.

##### **Family and Socioeconomic Factors:**

Family instability and financial difficulties.

##### **Teacher Burnout:**

The 2025 curriculum rollout, will be a demanding task for teachers, involving big shifts and changes. Adapting to new curriculum requirements will increase pressure as teachers work to understand and implement new content and teaching strategies. Providing time and support through professional development, collaborative planning time, and access to resources will help ease this transition and ensure teachers feel equipped and confident to deliver the new curriculum effectively. We are positioned well for this shift in Ika, but it will still be a big undertaking next year for all teachers.

**Learning Disabilities:**

Undiagnosed or unfunded learning or behavioural needs hinder a student's ability to learn and the teacher's ability to teach these students effectively without disrupting the wider classroom.

**Creation, Fall, Redemption, and Restoration Model:**

This framework is used to structure planning and teaching. It integrates biblical truths with academic knowledge and skills, aiming to shape students' thinking and engagement. Each lesson or topic is viewed through this lens, helping students connect their learning to their Christian worldview.

**Special Character Integration:**

Special Character underpins all curriculum areas. This means that every subject is taught with this in mind, ensuring that the values and beliefs are woven throughout. Planning is thematic, with each term focusing on an attribute of God, and topics are chosen to align with this theme.

**Weekly Assembly as Part of Devotional Programme:**

Assemblies are a regular part of the devotional programme. These assemblies include prayers, worship, and messages that reinforce the term's theme and special character.

**Student-Led Discipleship Times:**

Students take the lead during discipleship times, which encourages them to take ownership of their faith journey. This can include activities like leading discipleship, class and group discussions, sharing testimonies, group prayers, all fostering leadership skills and spiritual growth.

**Whole School Assembly on Fridays:**

These assemblies focus on working through the Bible in chronological order, providing a structured approach to exploring biblical narratives. This helps students understand the overarching story of the Bible and its relevance to their lives. Also providing a time for the school to come together in worship, reflection, and learning.

**Scripture Memorisation:**

Students memorise a scripture or passage each week, which helps them internalise biblical teachings and principles. This practice strengthens their memory skills and deepens their understanding of key biblical concepts.

**Sharing Testimonies and Prayer in Class:**

Students are encouraged to share personal testimonies and pray with each other, fostering a supportive and faith-centred classroom environment. This practice helps build community, empathy, and spiritual maturity among students.

**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

**Biblical and Māori World View:** All planning incorporates both a Biblical and Māori context. Students engage in learning inquiries that encourage them to explore and answer questions about the Māori world view.

**Te Reo Māori Integration:** Te Reo Māori is intentionally taught and used as part of everyday language in the classrooms.

**Online Te Reo Programme:** Students participate in a weekly 45-minute Te Reo Māori lessons. This initiative is inclusive, involving all students and providing consistent language exposure.

**Learning Mihi:** At the start of the year, students learn their mihi, which are personal introductions that connect them to their identity and heritage. These are displayed in the classroom for the duration of the year.



**Whānau Involvement:** The school actively seeks to involve whānau (families), strengthening the connection between students' home and school life.

**Thriving Kapa Haka Group:** The school has a thriving kapa haka group that students can participate in, which honours Māori culture and practices. This group provides an opportunity for students to engage with traditional Māori performing arts, fostering cultural pride and community spirit.

**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

**Chess Power:** Run by a specialist, this programme enhances strategic thinking and problem-solving abilities.

**Music Lessons:** Delivered by two external agencies, these lessons offer students opportunities to explore and develop their musical talents.

**Sports Programmes:** External specialists conduct sports programmes, including ki-o-Rahi, swimming, and gymnastics. Ika students also participate in ACS and Whau cluster sports tournaments throughout the year.

**Collaborative Learning:** Ika students engage in joint activities such as fitness, sports, and technology, fostering collaboration with peers from different classes and leveraging teachers' expertise.

**Knowledge-Based Inquiry Learning:** Our Knowledge-Based Learning approach in Social Studies and Science prioritises a strong foundation of factual knowledge, empowering students to actively engage with the material. By moving away from traditional inquiry learning, we focus on delivering comprehensive content that equips students with a robust understanding of key concepts. Through mini inquiry units, students are exposed to a wide spectrum of knowledge, enhancing their learning experience with practical experiences and projects. This approach not only enriches students' understanding but also allows teachers to collaboratively plan and execute exciting and relevant projects and experiments. By grounding learning in a solid knowledge base, we ensure that students gain meaningful insights and skills that are applicable to real-world contexts.

**Excursions and Incursions:** Students participate in educational trips and activities outside the classroom, such as visits to the Museum, the Refuse Station, and Camp. Enriching their learning experiences.

**Physical Education:** Specialist coaches provide expert guidance in physical education, enhancing students' skills and fitness. Additionally, external providers offer specialised training in trampolining, swimming, and gymnastics.

**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, our Deputy Principal (DP), is responsible for overseeing the Learning Support programme (SENCO). She also conducts Individual Education Plans (IEPs) to tailor educational strategies to meet the unique needs of each student.
  - Teacher aides play a crucial role by facilitating small group sessions that focus on a range of skills, from reading comprehension to math strategies. These groups are flexible and formed based on the specific needs identified by teachers. Support is provided both within the classroom and through withdrawal groups for more focused attention.
  - We have an ESOL (English for Speakers of Other Languages) teachers on site who works five days a week, providing targeted support to students who are developing their English language skills.
  - When additional support is needed, we refer to outside agencies to ensure students receive comprehensive assistance.

- Our staff have participated in professional development sessions on child restraint and the Education Act, conducted by a psychologist from the Ministry of Education (MOE), to enhance their understanding and skills in these areas.

**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.

- Jireh School Outcomes where teachers explicitly teach these to students and build shared understanding of these outcomes with their students. This collaborative effort ensures that everyone is aligned with the school's educational goals.
- Our school-wide planning is structured around a specific outcome each term. For instance, in Term 4, the focus is on "managing-self," which guides the learning activities and objectives throughout the term.
- Our BYOD policy for Years 4 to 8 requires students to complete the Digital Citizenship programme in Term 1, covering expectations, device use, and cyber safety. This ensures students understand the responsibilities and ethics of using digital devices. Only after completing this programme can students bring their Chromebooks to school. Additionally, parents were required to attend an information evening this year, ensuring the whole community is aligned with our digital learning approach.
- In the Ika area, students use Chromebooks and Hapara as their primary online learning platform. This integration supports a seamless digital learning environment.
- The Ika area follows a digital technology curriculum, where Year 6 students engage with Spheros to solve problem-based obstacles, and Year 5 students work with Micro:bits. Year 4's work with coding Awbies and Studio Coding. These tools help develop students' coding and problem-solving skills.
- Teachers are committed to exploring authentic ways to implement tasks that foster the development of skills and values outlined in the Jireh Outcomes.
- Through knowledge-based research in inquiry, students are encouraged to take ownership of their learning. This approach empowers them to take risks and develop as 21st-century learners, equipped with critical thinking and problem-solving abilities.

**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

- The Ika learning area provides a term overview at the start of each term to inform parents about class programmes across curriculum areas, enabling them to support and extend their child's learning at home.
- Each class holds a Parent Meeting evening, conducted in Term 1 and again in Term 3.
- Teachers send a weekly class newsletter to parents through Class Dojo, which includes learning tips, notices about upcoming events, and homework expectations.
- The school distributes a fortnightly newsletter to families, featuring updates and a message from the principal.
- Parent-teacher conferences are scheduled in Terms 1 and 3, while formal written reports are sent home in Terms 2 and 4.
- Parent feedback is encouraged via emails, and in home learning books.
- Ika uses Class Dojo to allow parents to view what students are learning and provide feedback or comments to teachers. Students can also engage by making comments and giving feedback through the app.

**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:** Teachers are currently finishing professional development to effectively integrate Writer's Toolbox strategies into classroom instruction. Teachers and students also use the Writer's Toolbox online tool designed to enhance students' writing skills.
- **Digital Technology:** Under the guidance of Mrs. Thomson, students are developing digital fluency skills. This initiative is part of our broader goal to equip students with essential 21st-century competencies.
- **BYOD Programme:** Available to Year 4-8 students, the BYOD initiative supports teaching and learning by integrating digital devices into everyday classroom activities.
- **21st Century Learning:** Teachers facilitate co-constructed learning environments using Learning Intentions, Success Criteria, and feedback. Students are encouraged to take ownership of their learning by articulating their next steps and formulating plans to achieve them.
- **Structured Literacy:** We are shifting towards structured literacy practices, trialling best practices in our classrooms this year. For Year 4-6 learners, this involves systematic and explicit instruction in vocabulary, and comprehension strategies to build a strong literacy foundation.

### Specialised Support:

- **Music:** Specialist lesson for all of Ika with Mrs. Baird.
- **Sports:** Wide range of internal and external sporting opportunities.
- **Arts:** Mrs. Baird specialised planning for Dance and Drama. Specialised planning for the Visual Arts by Mrs. Breese.
- **Excursions/Incursions:** Students enjoy educational visits to the Museum and The Waitakere Refuse station, enriching their learning experiences.
- **Community Events:** The Parent Association organises events such as the Walk-a-Thon, Movie Night, Talanoa, Korero, and other gatherings throughout the year to foster community engagement.

### 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 utilise a standardised template for curriculum planning, collaborating to share ideas and enrich learning experiences for Ika students. This collaborative approach allows for the integration of diverse perspectives, enhancing the quality of education. Teachers incorporate specific lessons into this planning framework.

**ETAP:** Formative and summative assessments are employed by teachers to monitor student progress and achievement in Reading, Writing, and Mathematics. These assessments inform instructional strategies and planning. Teachers record and update students' academic progress on the ETAP system following each assessment. Additionally, teachers maintain personal assessment charts for tracking progress in areas such as memory verses and spelling (soon The Code).

**Individualised Programme:** Students performing below or well below expectations have an Action Plan or Individual Education Plan (IEP) that teachers use to monitor and accelerate progress. Students receiving ministry funding have tailored plans to address their specific learning needs. Classroom teachers are responsible for the implementation and adaptation of these programmes.

### 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 (Gifted and Talented Education):** Students working above standard levels are extended within the classroom through differentiation. Students may participate in the MindPlus programme and are extended into other classrooms, such as Tiwai, for advanced Maths learning.

**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

**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, pōwhiri, Ka Hikitia
- Links with local Iwi and whanau
- Programmes that make Māori achieve as Māori

Our school is actively participating in professional development with Education Perfect (EP) - Māori, enhancing teachers' proficiency and understanding of Te Reo Māori. This empowers them to effectively incorporate Te Reo into classroom instruction and with displays, ensuring relevance to current topics. Waiata and karakia are integral to our school programme. At the beginning of Term 1, students learned to recite their pepeha at various levels and explored the significance of Te Tiriti o Waitangi. Additionally, students have the option to participate in Kapa Haka weekly.

Our school-wide planning is anchored in a Māori worldview, integrating Māori cultural values, perspectives, and practices into the curriculum. This approach fosters an inclusive and respectful learning environment that honours Māori heritage by incorporating tikanga Māori and te reo Māori into everyday learning.

As a school with a Christian special character, we align these practices with Christian values, creating a community that celebrates diversity. Our programme includes waiata and karakia that reflect both Māori and Christian traditions, promoting belonging and spiritual growth for all students. This integration supports our commitment to Te Tiriti o Waitangi, ensuring equitable opportunities for Māori students while nurturing an educational experience aligned with our Christian beliefs and values.

## Annual School Report to the JCS Board



Year

2024

School

Jireh Christian School

This report needs to reassure the JCS 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 three classes, with a total of 60 students. All classes are composite Year 7 & 8 classes. Nīkau class has 22 students and is taught by Mrs Mackie. Rātā class has 20 students and is taught by Mrs Williams. Kōtukutuku class has 18 students and is taught by Mrs Ransley. The gender mix in Tiwai is evenly split, with 50% girls and 50% boys. The students are a diverse, multicultural group: 18% European, 17% Chinese, 15% Indian, 12% Pasifika, 12% Filipino, 13% Other Asian (Japanese, Korean and Other SE Asian), 8% NZ Māori, 3% African/African Origins, and 2% Latin American.

### Staffing

The Learning Area is staffed by teachers who bring experience, enthusiasm, and a wide variety of strengths to the team. Mrs Ransley, the teacher for Kōtukutuku 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 Ransley's skill in sports is used in teaching Tiwai PE classes and in coaching and preparing our team for Sports Camp. Mrs Ransley leads the *Relationships and Sexuality* programme for the school and plays a supportive leadership role with the Kapa Haka group. Tiwai has grown to three classes this year, and we have welcomed Mrs Williams to the team. Mrs Williams is very enthusiastic about learning; she has strength in Literacy, and interests in art and developing curriculum content. With her master's degree in Structured Literacy, and experience teaching early readers, she brings another layer of expertise to the Tiwai literacy programme. Mrs Mackie, the teacher for Nīkau class, is experienced in teaching students from Years 5 to 10 and has strengths in Literacy, Mathematics and Science; Mrs Mackie has previously taught Year 9/10 Mathematics, is on the JCS Literacy Leadership Team, leads the Year 7 & 8 Science programme, and has interests in art and curriculum development. Mrs Mackie is also the Team Leader for the Tiwai Learning Area.

In addition to our classroom teachers, Tiwai enjoys the expertise of Mr McDonough, our Hard Materials teacher; Mr McDonough supports students learning in wood, metals, and electronics. Mr McDonough is an experienced Technology teacher who has taught this subject to Year 10 level. Mrs Scott is our CRT teacher; she comes to us with a wealth of enthusiasm and experience in teaching and leading at the Year 7 & 8 level. Mrs Scott teaches PE, Drama, and Food Technology to Tiwai students. Together with the Principal, she is leading the inaugural Year 7 & 8 Mission Trip to Samoa.

Miss Morris, our Deputy Principal, adds her wealth of experience as both a skilled intermediate teacher and a Youth Pastor; she works with student leaders to develop their leadership skills, provides additional pastoral care, and oversees special learning needs in her SENCO role. Tiwai is also blessed to have Miss Morris' expert and experienced presence on their school camps.

### Pastoral Care

Measures to support students grappling with emotional hurt, anxiety issues, or other social challenges, include: intentional fostering of relationships; intentional placement of at risk students in the best classroom and peer environment for their needs; awareness of causal factors of behaviour, coupled with appropriate, compassionate responses; on-site counselling by trained counsellors; ongoing contact with home; provision of a Seasons for Growth support group. Some positive change has been noted as a result of the counselling services.

### Character

Tiwai teachers seek to develop a kind, respectful, and cooperative atmosphere within their classrooms. A standard is set within each classroom, where students are encouraged and challenged to develop the character traits of: Integrity, Respect,



Responsibility, Resilience, and Loving Kindness. These character traits form the foundation of our classroom culture and its relationships.

## Special Learning Needs

57% of Tiwai students have English as their second language (60% of our Year 8 students and 54% of our Year 7 students).

ELLs Students are supported by: Small group/one-to-one teaching provided by the ESOL department; explicit vocabulary learning within the classroom programme; differentiated literacy learning tasks

Students with significantly low achievement in literacy/numeracy are supported by: deliberately differentiated and scaffolded learning tasks that enable ELLs to participate in the regular classroom programme; tailored small group and individual teaching.

Students with special learning/behavioural needs are supported by: referral to learning services such as the RTLB, via the school SENCO; allocation of Teacher Aide hours for individual support in areas of need; individualised and differentiated classroom learning,

## Strengths

### A Collaborative Teaching Team

The teaching team is knowledgeable, hardworking, collaborative, and supportive of one another. The team actively uses Reflective Practice to challenge, improve, and refine their teaching practices and to upskill professionally. Teaching strengths are utilised across the team and teaching content is planned collaboratively.

### 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, knowledge rich 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.

### 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 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 2025) are:

- **People on the Move:** immigration, early NZ history, Māori urbanisation
- **World War Two and the Holocaust:** exploring WW2 in NZ and world contexts
- **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 2024) are:

- **War: Cause and Effect:** exploring NZ history in a WW1 context
- **Human Body Systems:** respiratory and circulatory systems; blood; introduction to cells and DNA
- **Water for Life:** water catchments, water treatment, water needs in developing countries, Stream Study
- **The Changing Earth:** continental drift theory, tectonic plates and their effects, natural disasters in NZ and world contexts (earthquakes, volcanoes, tsunami) NZ civil defence preparedness

Reflective practice 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; science concepts taught also integrate with and underpin aspects of our Inquiry learning. Students develop conceptual understandings, build knowledge, build scientific vocabulary, and develop skills of observation, investigation, thinking, and recording; the programme includes a significant amount of hands-on practical lab work as well as using online simulations to further understanding. It is encouraging to see students transferring concepts learned in science to underpin their

overall goals.

## Mathematics

It is encouraging to see the positive results of the PR1ME Mathematics programme, in the students coming into the Tiwai Learning Area from JCS Year 6; for most of these students, we can build on a solid foundation of Number skills developed in the primary years. 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. The Tiwai programme allows for subject acceleration in Mathematics, where this is agreed upon by both the receiving teachers and the student's parents. This year, two Year 7 students have been subject accelerated into the Year 8 programme and one Year 6 student has been subject accelerated into the Year 7 programme. We are proud of the way the Tiwai Mathematics programme prepares our students for transitioning into high school mathematics.

## 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 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 curated, linked resources, lessons, and units of work – this gives students increased independence, increased accessibility to resources and content, and built in access to 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:

- Trip to *Tree Adventures*, for personal challenge and confidence building
- Stream Trip, where students carry out water quality testing
- 5-week PE block at *Clip 'n Climb*, developing strength, skill, and confidence
- 5-week PE block of Ice-Skating Lessons, developing balance, skill, and confidence
- Swimming/water safety at *Phillips' Aquatic Centre*
- Camp at *Kauaeranga Valley Christian Camp*, in Thames.
- Sports Camp at *Totara Springs*

## Challenges

### Specialist Teaching

Tiwai students have specialist teaching in Hard Materials Technology. At the end of last year, we lost our specialist PE/Geography teacher and we also lost our specialist Music/Drama teacher. As students move up the year levels, their need for specialist teaching in certain curriculum areas, *especially in Technology and the Arts*, increases. At the Year 7 & 8 level we need CRT release teachers who can provide our students with expert teaching, knowledge, and skill in the Arts and in the various Technology subjects, so that our Year 7 & 8 students are not disadvantaged; this need is being addressed by Senior Management.

### Writing and Digital Devices

Students' increasing use of devices, when they are creating original written work, can result in reliance on artificial intelligence aids such as Grammarly, to do the thinking for them. For example, a student can appear to be able to punctuate accurately, but for it to become apparent later, in a written test situation, that they cannot always do this for themselves. In this regard, writing using devices can give rise to false grades and to students missing out on teaching that they would otherwise be given. In Tiwai we are returning to writing by hand to circumvent this.

## Opportunities and Initiatives

### Renovation of Rātā Classroom

The wall has been removed between Rātā classroom and the office space formally occupied by the Deputy Principal and Accounts. The additional space, together with the new carpet and new paint, has transformed this classroom into a lovely learning space for our intermediate students. Learners have gone from working in cramped conditions to a spacious and calming environment. The colour scheme and furniture have come together to create a professional look that is very suitable for our older learners.

## SciPad

This year we are trialling [SciPad Book 1](#), as a resource to underpin our science programme. The plan is to use this workbook over two years. The content of this book dovetails nicely into the already established Tiwai science programme. To date, we are finding this new resource helpful and supportive.

## Thrill Zone

This year we trialled an online, interactive event called *Operation MindFall*. The event provider, Thrill Zone, came on-site to deliver this online, escape game where students worked together in small groups, solving puzzles and problems, to complete an escape adventure. This was a great beginning-of-year team building time for Tiwai students. We are in the process of booking Thrill Zone's new adventure, *Blackout*, for the beginning of 2025. We are looking to put this event into our two-year cycle.

## 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 school teams. In previous years, Jireh has combined with Elim-MAC to send a team to this camp. This year, Jireh is sending a full team of its own, led by Miss Tato, to compete under the JCS banner. The Jireh Sports Camp Team is very ably coached by Miss Tato and Mrs Ransley, who are investing a lot of their time into preparing our students for this camp. Mrs Ransley will also be going with the team to Sports Camp.

## STEAM Week

Students not attending Sports Camp enjoy a special week of hands-on learning workshops. Last year's focus was on creating artworks and digital works; this year's focus will be a *STEAM Intensive*, with a focus on learning about gears.

## Missions Trip

A new initiative for 2024 is the Mission Trip to Samoa. Miss Bosman and Mrs Scott are training a team of our Year 7 & 8 students, who will go to Samoa during the September school holidays.

## New Mathematics Programme

This year, Tiwai has begun using [Understanding Maths](#), an Australian mathematics programme that is closely aligned to the NZ Curriculum. We are using *Understanding Maths Year 6* (which aligns to NZ Year 7) as our basic Year 7 textbook and *Understanding Maths Year 7* (NZ Year 8) to extend our more capable Year 7 students. This programme is unique in that it provides maths exercises at multiple levels of difficulty, making it a useful resource for differentiation.

## Leadership & Service Opportunities

Tiwai students have multiple opportunities to lead and serve.

- **House Captains and House Leaders:** 10 students with leadership and/or organisational ability - and a track record of positive role modelling - are selected for this role; there are two leaders for each of the five school Houses. 5 of these students are in the role of House Captain.
- **Kapa Haka Leadership:** Tiwai students have leadership opportunities 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 students; each pair of Playground Leaders serves for a two-week period.
- **Other service and leadership roles:** Assembly Tech. Team, Wet Lunch Monitors, Sports Captains, sports coaching, house points service.
- **Water Fundraiser:** biannually, to coincide with our Inquiry unit on Water, students independently plan and organise fundraising activities, to raise money for water needs in the developing world. In 2023 Tiwai raised approximately \$4000 for World Vision and Charity Water.

## Subject Acceleration

Two of our Year 7 students have been 'subject accelerated' into the Year 8 Mathematics programme, to provide suitable challenge and to extend their learning.

## 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

### Effects of Year 7 as a Student Entry Point

Low achieving students entering Jireh at the Year 7 and 8 level continue to impact the level at which teaching/learning can be pitched and cohort grade results. This year, we have seen the same pattern as we saw last year, where the six students who arrived at Jireh in Year 7 in 2023 were all 'below the expected standard' in Writing, all 'below the standard' in Reading, and all (but one) 'below the standard' in Mathematics. This year, the six students who have joined Jireh in Year 7 are also all 'below' in these three core curriculum areas. We also have several Year 7 students who joined Jireh as Year 6 students, part way through last year, who are also all below standard. This significantly impacts the learning culture of the team. 22% of the Year 7 & 8 students who are currently below the expected standard in Reading, in Writing, and in Mathematics, are new to our school either this year, or last year; this significantly skews grades results across the team.

### 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 Makerspace, Cooking Room, and Science Lab need to have a student number 'ceiling', to mitigate risk in these specialised learning spaces, and to enable full (rather than modified) learning programmes to take place.
- 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 in one Science class.
- On 2025, Tiwai is expecting to have students numbers around 75+ , with classes of around 25+ students each. Because these classes will be too big for the Makerspace, Kitchen, and Lab, a plan needs to be put in place as soon as possible, to ensure safe learning in these areas. Although there will still be only three Tiwai classes, we will need to create a four-way rotation - placing Tiwai students into four groups for Science and Technology Subjects, so that numbers can be kept to safe levels in these spaces. Numbers in a four-way rotation would be around 18-19 students per group, which is still at the top end, for safety in these areas. A plan to accommodate this four-way rotation is underway. This will necessitate funding an additional teacher for several hours a week.

## Special Character

This section could include any initiatives or existing programmes that ensure the Christian 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

The [Route 66](#) 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 enabling connections to be made between the Old and New Testaments. This year we are working through the Old Testament. We are finding that the material presents opportunities to explore overarching ideas such as God's faithfulness, His holiness, His plan to redeem His people, and the work of Christ on the cross, that are connecting threads throughout the whole of the Biblical narrative; the learning activities lead to deep and rich discussion.

## 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.

## 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 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.

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. Māori students in Tiwai have the opportunity to become 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. 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.

In Tiwai we have five students who identify as New Zealand Māori. These students are achieving similarly or better when compared to the Year 7 & 8 cohort as a whole. In Reading and Writing, percentages of Māori students "at" or "above" the expected standard are higher than the cohort generally. In Mathematics, percentages of Māori students "at" or "above" the expected standard are very slightly below the cohort generally. The Māori students in Tiwai, who are long term students of Jireh, are all "at" or "above" in the core learning subjects; those Māori students who are "below" the expected standard were new to the school at the Year 7 level.

- We are continuing to embed karakia into our classroom routines. Karakia used are God-honouring and introduced with English translation, so that students understand the meaning of what they are praying.
- 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 New Zealand Te Reo Māori Curriculum; students also learning using the Māori Course on *Education Perfect*.
- 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).
- 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.
- Māori tikanga is acknowledged and respected
- In addition to planning being looked at through a Biblical lens, opportunities to explore Māori heritage, history, and perspectives are designed into the planning of units of work.



- Aligned teaching approaches include:
  - *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.

High 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 have opportunities to participate in a number of programmes offered by the school, and within the classroom, 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
- Sports Camp option and opportunities to participate in interschool sports competitions
- Special off-site Physical Education opportunities such as in Climbing, Ice-Skating and Swimming
- Food Technology and Hard Materials Technology
- Practical, hands-on learning in: Food Tech., Hard Materials, Science, and Inquiry
- Varied teaching and learning approaches to cater for varied learning preferences eg: independent learning, collaborative learning, directed and explicit 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; students as both digital consumers and digital producers
- Extension learning built into units of work, to engage and stretch more able learners
- Subject acceleration in Mathematics, for students gifted in Mathematics
- STEAM week
- On-site counselling and Seasons for Growth offered to students with emotional needs

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 RTLb and Tiwai teachers regarding the learning needs of specific, identified students.

Teachers identify students performing significantly 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 effectively become a targeted learning approach for subjects such as reading, writing or mathematics.

The ESOL Department supports Tiwai students with high ELL needs, with targeted teaching and support.

The language development of ESOL students is fostered 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. We are embedding practices of frontloading of vocabulary/background knowledge prior to introducing new reading texts and encouraging the creation of orals texts preceding the creation of written texts.

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

Choral reading, paired reading, and audio texts are used to support students with literacy challenges, to enable full participation in the classroom programme.
<p>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Innovative programmes that focus on preparing students to be confident, connected, actively involved, lifelong learners.</li> <li>• The inclusion of initiatives, e.g. such as BYOD or ICT incorporation.</li> </ul>
<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Digital platforms and tools are utilised, with 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, interactives, 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, Google Slides, and Canva to create original material and to work collaboratively.</li> <li>• Interactive online learning programmes through which students access personalised online learning tasks are being used with increasing facility. We include the use of <i>Education Perfect</i> (for Science and Te Reo), <i>MathsBuddy</i>, <i>CommonLit</i>, and <i>Writer's Toolbox</i>. Digital programmes and tools are an integral part of the everyday learning programme.</li> <li>• In the Digital Technologies curriculum students work towards Progress Outcomes in <i>Designing and Developing Digital Outcomes</i> and <i>Computational Thinking for Digital Technologies</i>. In <i>Designing and Developing Digital Outcomes</i>, students work to a brief using Tinkercad (3-D design software) and 3-D printers to design and create 3-D objects. In <i>Computational Thinking for Digital Technologies</i>, students code Sphero robots to carry out specified tasks.</li> <li>• Communications between home and school are almost exclusively digital; parents are communicated with via email, often including digital attachments. Students receive notices and homework via a 'homeroom' Google Classroom set up by teachers for each class or by tailor made Google Sites that parents can also access. Students confidently use their school email to communicate directly with their teachers in distance learning situations.</li> <li>• 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 21<sup>st</sup> century focus on S.T.E.M. learning. Other 21<sup>st</sup> Century skills of critical thinking, self-management and problem solving are integrated across all learning areas.</li> <li>• Background Knowledge and Vocabulary: content knowledge and the Tier 2 and Tier 3 vocabulary necessary for unlocking meaning in texts is explicitly taught, 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 both a growing knowledge base and the vocabulary necessary for engaging with increasingly complex ideas across the curriculum areas.</li> </ul>
<p>A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Initiatives and programmes that lay a solid foundation for early learners</li> <li>• Examples of feedback and correspondence with parents</li> </ul>
At the beginning of each term, a letter goes home to all Tiwai parents, outlining the Term Learning Programme for all curriculum areas. Additional communications home include: emails to update parents/caregivers and keep them aware of what is happening in the classroom; communications about Homework, and notices, in the form of emails or posted on Homeroom Google Classrooms, or Classroom Google Sites.



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. Less formal discussion between parents/caregivers and teachers can be scheduled at the request of the parent/caregiver.

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.

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 teachers are embedding Writer's Toolbox tools and strategies into their Writing programmes

- Particular use is made of the Sentence Train and the digital sentence tools on the WTB platform.
- There is a focus on **explicit teaching** in sentence construction, development and elaboration of written ideas, precision writing, 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 explicitly taught across the different subject areas.
- **Novel studies and short stories** are engaged with in conjunction with explicit teaching related to elements of story (setting, plot, characters, conflict, theme) and for exploring the use of figurative language.
- **Information reading** develops research skills with the goal of critical thinking about, and synthesis of, texts read: the ability to identify main ideas and subsidiary details; the identification of key words, notetaking, and summarising skills; skimming and scanning skills
- **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 allocation of time. 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 can 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 Understanding Maths, Maths Buddy, Figure It Out, and other materials including online and interactive resources. The Year 7 programme provides 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 and online activities. 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 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 from Otago University.

## 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 also supported using digital simulations (eg: building models of molecules from atoms, simulating electrical circuits in series and parallel)
- Students all have an *Education Perfect* Account which provides access to an online Science Learning Programme – this is NZ Curriculum linked.
- We are currently trialling the NZ published SciPad Book 1 as a science text/workbook to use alongside the Year 7 & 8 programme. This is proving to be a useful addition to the programme, providing additional structure to our two-year science cycle, adding to the investigations part of our programme, and developing students' science literacy.

## Technology Programme

Students engage with different areas of technology each term.

### Digital Technology

- Designing and Developing Digital Outcomes: Students use Tinkercad 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 capable 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 Education

Physical Education for Tiwai students includes:

- On-site: small ball skills (softball, hockey invasion), large ball skills (touch, netball, soccer, and basketball), badminton, ultimate frisbee, cross-country, and athletics.
- Off-site: 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 Mrs Ransley train these teams.
- Students with sports ability also have the option of training for and attending Sports Camp at *Totara Springs*.

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

This section could include:

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

## Clear Learning Objectives

Learning Intentions are formulated from the Tiwai Literacy and Mathematics Progress Indicators which link to the NZ Curriculum. Learning Intentions across all subjects are articulated in the form of WALTs (We are learning to . . .). Together with the NZC Achievement Objectives, the Learning Progress Indicators and WALTs 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 units 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 Progressions were rewritten at the end of 2022, in draft form, to be trialled. These Writing Progressions have been updated and are now used in years 5-8 as writing teaching progressions. The JCS Writing Progressions align with both Writer's Toolbox and the asTTle Writing assessment tool. WALTs are lifted directly from the Writing Progressions 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; where digital platforms are used to deliver student work, WALTs are set out 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 continual oral feedback during instruction using 'fist-to-five'.
- **Class Tracking Sheets** are used to track students' ongoing progress in constructing the varying sentence styles being taught. Milestone tasks that assess student sentence construction ability have been created by the Literacy Team and will be used to collect data for these tracking sheets. Differentiated Milestone Tasks have been created for the various year levels.

### 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' digital 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, AWS Math Assessments, 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 provide 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.

Providing for success in 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:**

- Extension: Additional, more challenging tasks related to the text being read, specifically requiring deeper analysis and critical thinking
- More challenging information texts and novels

**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 Progressions
- Engaging in targeted small group workshops, learning higher level skills and concepts

**In Inquiry, GATE students are:**

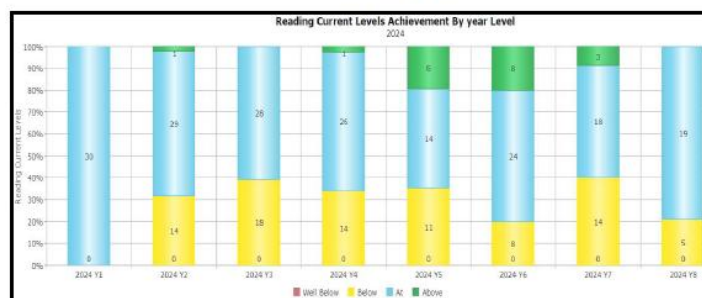
<ul style="list-style-type: none"> <li>• Offered related extension tasks</li> <li>• Delving into more complex, related issues</li> <li>• Researching deeper and more complex investigative questions posed in independent Inquiry assignments</li> <li>• Engaging with, and synthesising, a larger number of research texts</li> </ul>
<p>Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives taken to identify and improve the progress and achievement of Māori learners.</li> <li>• How Te Reo Māori is incorporated as part of the teaching programme.</li> <li>• PD for staff.</li> </ul>
<p>Tiwhai students are intentionally taught Te Reo</p> <ul style="list-style-type: none"> <li>• Achievement Objectives of the NZ Te Reo Curriculum, Level 1 &amp; 2 are being taught – examples being pronunciation of vowels and consonant blends, greetings, simple instructional phrases and affirmations, days, months, and simple sentences.</li> <li>• Te Reo vocabulary is displayed in classrooms.</li> <li>• Students prepare and present their mihi to the class.</li> <li>• Karakia are being embedded into daily routines</li> <li>• Students sing waiata during class worship times, in assembly, and in Music.</li> <li>• <i>Education Perfect</i>, an online Te Reo language learning programme, is being used.</li> <li>• All staff are participating in online Te Reo and Te Ao Māori PLD, via <i>Education Perfect</i></li> </ul>
<p>Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.</p> <p>This section could include:</p> <ul style="list-style-type: none"> <li>• Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g., Kapa Haka, signage, powhiri, Ka Hikitia.</li> <li>• Links with local Iwi and whanau.</li> <li>• Programmes that make Māori achieve as Māori.</li> </ul>
<p><b>Learning programmes include content that supports an understanding of the bicultural heritage of NZ.</b></p> <p>Examples of this would include such things as:</p> <ul style="list-style-type: none"> <li>• Learning about Matariki</li> <li>• Inclusion of Māori histories integrated into Inquiry learning (eg: early Māori migration to NZ; NZ Wars; Māori urbanisation (<i>People on the Move Unit</i>); Te Tiriti o Waitangi (<i>Government Unit</i>); 28<sup>th</sup> Māori Battalion (<i>WW2 Unit</i>); History of Te Whau (<i>Water Unit</i>))</li> <li>• Elements of traditional Māori knowledge and worldview are built into the SciPAD programme. Examples of this are learning about the concepts of Kaitiakitanga (guardianship or protection of the natural environment) including Rāhui, during an ecology unit; applying learning about heat transference to the process of cooking in a hangi or to the traditional use of pungapunga (pumice) as an insulator</li> <li>• 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 (<i>People on the Move Unit</i>)</li> <li>• Place names and other Te Reo vocabulary being pronounced correctly</li> <li>• Te Reo words and phrases displayed in the classroom</li> <li>• Karakia displayed in the classroom and used as part of morning routines</li> </ul> <p><b>Kapa Haka group:</b> 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). Students have opportunities to perform at school events and Mihi Whakatau held in the first week of each term.</p> <p><b>Learning Expectations:</b> High learning expectations are the same for Māori as for non-Māori.</p> <p>Korero Whānau Hui with Māori parents provide insight into whānau expectations for Māori to learn as Māori.</p>



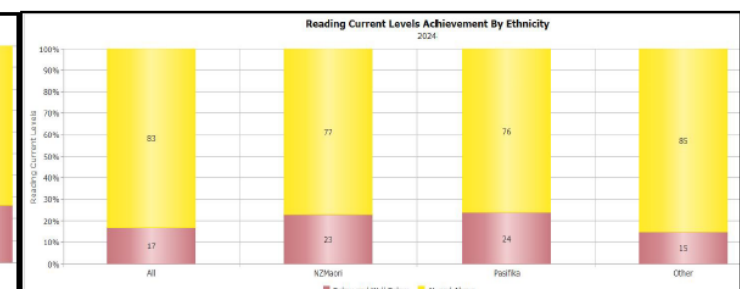
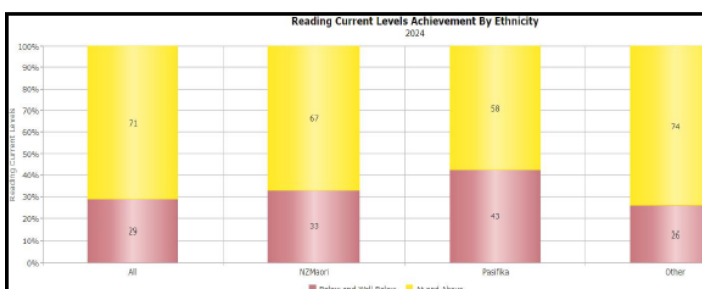
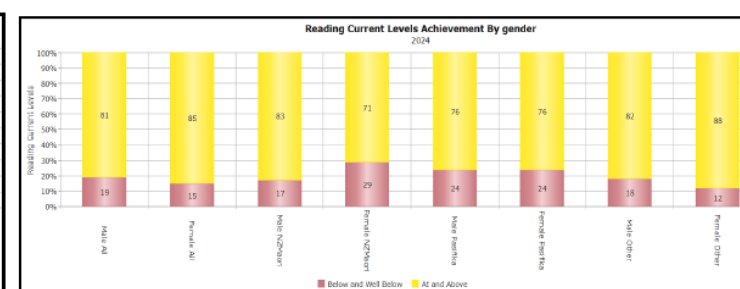
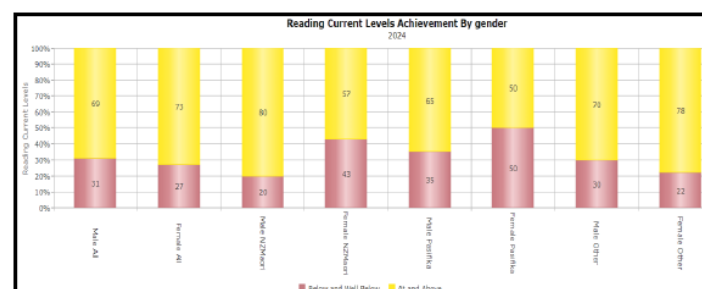
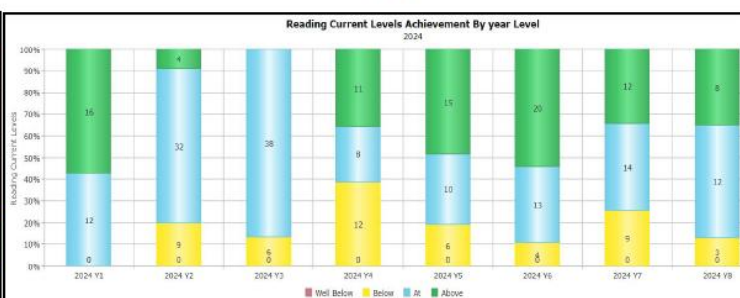
# CURRICULUM LEVEL ASSESSMENT DATA 2024

# Progress Achievement 2024 – Reading

Term 1



Term 4



## Reading Achievement data 2024 Summary:

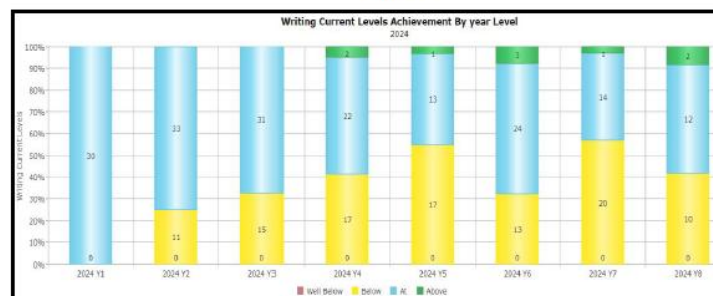
The school, as a whole, has shown a slight decline in reading levels at the end of 2024 when compared with the last 2 years. There has been an improvement in the reading levels during the year with every year level showing a drop in those reading below the expected curriculum levels. There are a greater number of students achieving above the expected curriculum level in Years 4-8. There has been a significant increase in the number of students reading above the expected levels in all year levels with the exception of Year 3. Most noteworthy are the Year 1 and 6 cohort with over 50% of students achieving above the expected levels. Although there has been improvement, there are still 12 out of 31 Year 4 students reading below the expected curriculum. This is the weakest cohort. There are slightly more male students reading below and slightly more reading above the expected curriculum than female students who have a greater number reading within the expected level. Both Pacifica and Māori students as a whole, although reading less well when compared to the school as a whole, have made good progress. 77% of Māori and 76% of Pacifica student are reading at or above the expected curriculum levels in Term 4 compared to 67% and 58% respectively.

**Action Plan:** Students in years 1-8 will be on a structured literacy programme in 2025 which research has shown to facilitate students to make accelerated progress. 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.

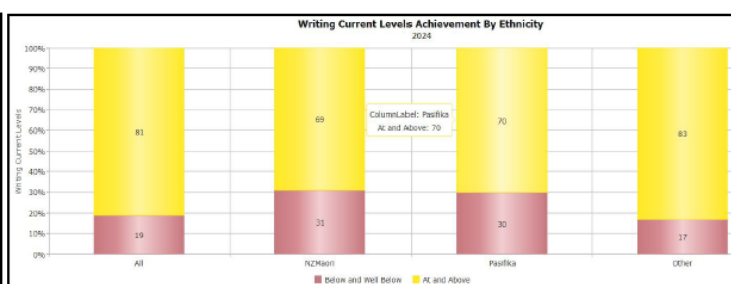
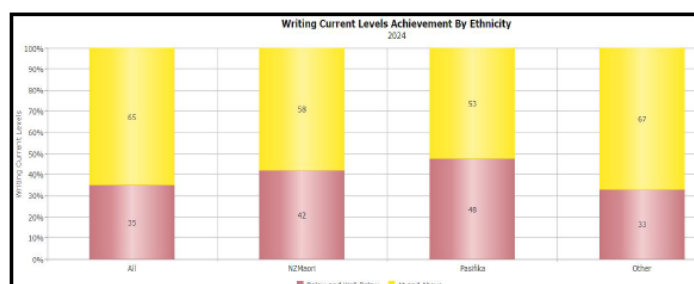
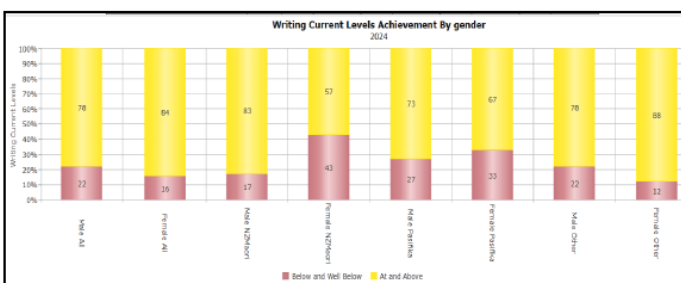
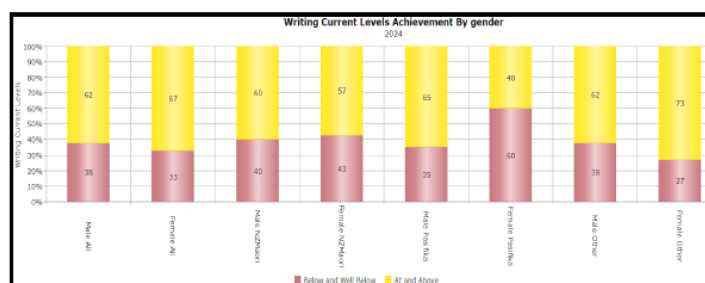
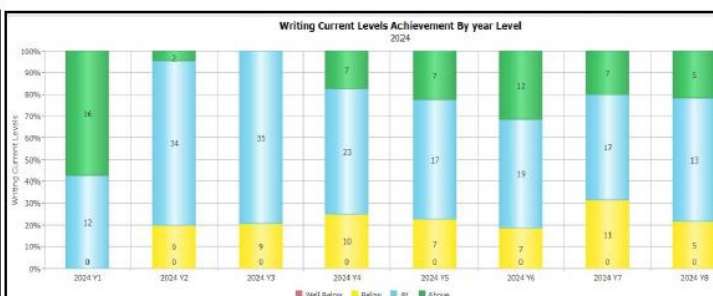


# Progress Achievement 2024 – Writing

Term 1



Term 4



## Writing Achievement data 2024 Summary:

The school, as a whole, has shown a slight decline in writing levels at the end of 2023 when compared with the last 2 years. There has been an improvement in the writing levels during the year with every year level showing a drop in those writing below the expected curriculum levels. There are a greater number of students achieving above the expected curriculum level. The Year 1 cohort has had the greatest increase in the number of students writing above the expected level, over 50%. Although there has been improvement, there are still 11 out of 35 Year 7 students writing below the expected curriculum. Male students are achieving slightly less well than female students in writing with a greater number writing below the expected curriculum levels and slightly less in the above level.

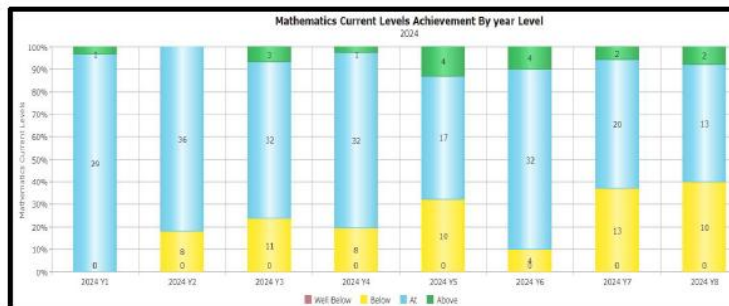
Both Pacifica and Māori students as a whole, although writing less well when compared to the school as a whole, have made good progress. 69% of Māori student are writing at or above the expected curriculum levels in Term 4 compared to 58% in Term 1. 70% of Pacifica students are writing at or above the expected curriculum levels at the end of the year, compared with 53% in Term 1.

**Action Plan:** Students in years 1-8 will be on a structured literacy programme in 2025 which research has shown to facilitate students to make accelerated progress. The Code spelling programme will be part of the structured literacy programme. 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.

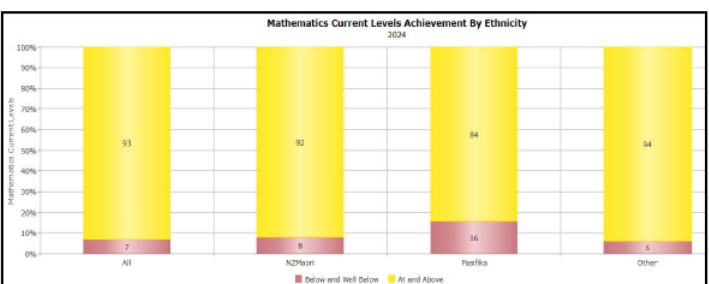
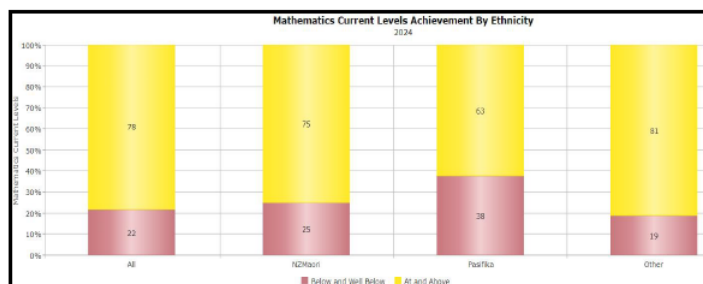
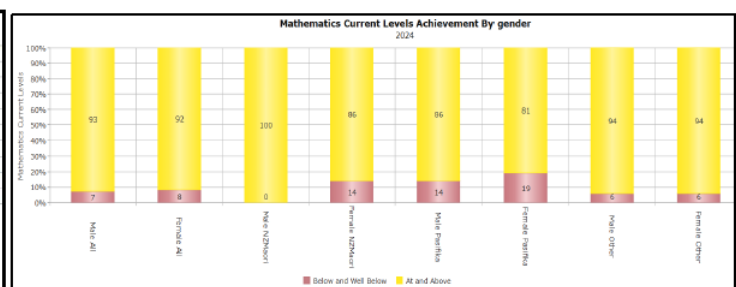
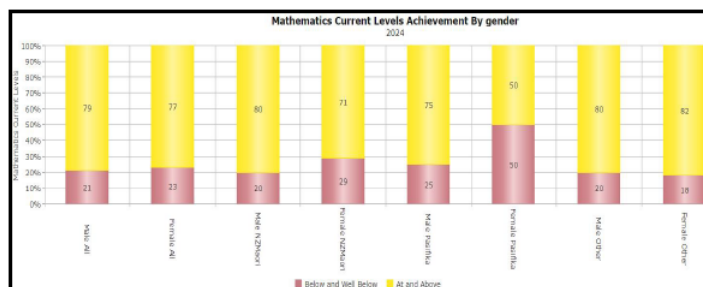
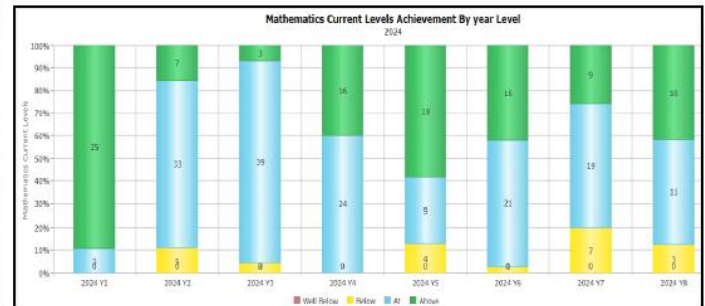


# Progress Achievement 2024 – Mathematics

## Term 1



## Term 4



### Mathematics Achievement data 2024 Summary:

The school, as a whole, has shown a slight improvement in mathematics levels at the end of 2024 when compared with the end of 2023. 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. The Year 1 cohort has made the greatest progress with nearly all students achieving above the expected curriculum level. Male students are doing better than female students with a significantly higher number in the above expected levels. 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. 92% of Māori student are at or above the expected curriculum levels in Term 4 compared to 75% in Term 1. 84% of Pasifika students are achieving at or above the expected curriculum level at the end of 2024. 63% of Pasifika students were achieving at or above the expected curriculum level in Term 1.

**Action Plan:** Structured Maths will be taught as part of the new NZ maths and statistics curriculum. 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.



# SCHOOL TARGETS 2024

## ANALYSIS OF VARIANCE 2024

Jireh Christian School Achievement Targets 2024	
<b>Curriculum Areas:</b>	Writing
<b>Key Competency:</b>	Using Language, Symbols and Texts <ul style="list-style-type: none"> <li>Interprets and uses words, understanding their impact on the audience.</li> </ul>
<b>Baseline Data:</b>	Overall Teacher Judgements in curriculum levels, using the writing progressions. Writing samples Term 1, 2024 and Term 4, 2024
<b>Strategic Goal:</b>	Staff and students are participating in Writers Toolbox PLD to raise the achievement levels for writing Years 2 - 8 by 5% from Term 1 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"> <li>Willingly and confidently share with colleagues.</li> </ul>
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of Learning areas	Once a term	<ul style="list-style-type: none"> <li>Leaders of Learning meet specifically to monitor progress of target students.</li> <li>Meetings will be held at the end of term with each Learning Area to discuss progress of focus students.</li> <li>There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.</li> </ul>
The Literacy Team will inquire into practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>Teacher goals set.</li> <li>Teaching as inquiry will be used to record progress against these goals with a focus on student achievement. This will form part of the Literacy Team's leadership goal as framed by the Leadership Capabilities Framework.</li> </ul>
IEP's	All stakeholders	Twice a year	<ul style="list-style-type: none"> <li>These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> </ul>
Action Plans	Teachers	Once a Term or as necessary	<ul style="list-style-type: none"> <li>Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of Learning / all teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> <li>To analyse data, effective teaching and to share good practice.</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>There will be a rigorous moderation process.</li> <li>There will be critical analysis of data and rigorous tracking of target students.</li> </ul>
All students and teachers will be part of the Writers Toolbox PLD. This takes place 18 times a year with workshops, coaching and an online tool for Years 5 - 8	Writers Toolbox facilitators Teachers Leader of Learning - Writing	2022 - 2024	<ul style="list-style-type: none"> <li>2024 - Teachers developing a common understanding of, and shared language around, the writing progressions, with focus on sentence construction.</li> <li>Teachers growing in confidence in their own ability to write, and teach, a variety of sentence types and constructions.</li> <li>Teachers experimenting with, and implementing, Deliberate Acts of Teaching focussed on sentence construction, as they are upskilled by the WTB PLD.</li> <li>A positive shift in attitude towards writing, in both students and teachers.</li> </ul>
Teachers on a 3 year PLD programme - WTB, 2022-2024	WTB facilitators	Term 1 - 4, 2022 - 2024	<ul style="list-style-type: none"> <li>An embedded school wide writing programme.</li> <li>Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels.</li> <li>Greater student engagement and output in the area of writing.</li> </ul>
2023/2024 - Planning			
<ul style="list-style-type: none"> <li>Students will use progressions to inform next learning/goal setting.</li> <li>Student agency will be developed.</li> <li>There will be clarity and understanding of writing progressions and curriculum level expectations.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers and students will continue to be part of the Writers Toolbox PLD over the next 3 years.</li> <li>Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.</li> </ul>	