



# **Jireh Christian School Strategic Plan 2025 - 2027**



# JIREH CHRISTIAN SCHOOL

Strategic Plan 2025 - 2027

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

Our Vision

Our student outcomes

Our Values

## Goals

Raise achievement through an increasingly knowledge-rich and evidence-based curriculum

Build a Christ-centered Christian culture of learning and community

## Strategic Initiatives

- Develop and embed the NZ Curriculum based on the science of learning., (2025-2028).
- Plan and implement an assessment framework which is reliable and enables consistency.
- Creating an informative, aligned and easy to understand reporting tool.
- Provide targeted support lifting the long tail of underachievers.
- Develop a school wide curriculum framework for consistency and sustainability

- Design a programme of faith which facilitates Christian character development.
- Ensure students' wellbeing is positively impacted and authentically monitored.
- Improve attendance.

## Success Outcomes

Achievement is raised - all students are making measurable progress.

Students demonstrate "The Jireh Way" and a measurable sense of wellbeing



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 2025 - 2027						
Goals	Initiatives	2025 Outcomes	2026 Outcomes	2027 Outcomes	Measured by:	Success
<b>Strategic Goal 1</b>  <b>Raise achievement through an increasingly knowledge-rich and evidence-based curriculum.</b>	Develop and embed the NZCR based on the science of learning.	Implement the NZCR for English and Mathematics and Statistics.	Implement the NZCR English, Maths and Statistics Gain understanding Plan collaboratively in Learning Area Teams	Gain understanding of and implement the NZCR for Health and of PE and social studies. (Languages, The Arts Technology – 2028) Plan collaboratively to ensure BWV evident, using the C-F-R-R framework.	% of students achieving at or above the Year level expectations in mathematics, reading and writing. * 2025 - 70% * 2026 - 75% * 2027 - 80%	<b>Achievement is raised - all students are making measurable progress.</b>
	Plan and implement an assessment framework which is reliable and enables consistency.  Provide targeted support lifting the long tail of underachievers.	Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.  Evidenced-based structured literacy and maths pedagogy will bring success to a greater number of students.	Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.  Evidenced-based structured literacy and maths pedagogy will bring success to a greater number of students.  An informative, aligned, easy to understand reporting tool.	Review and refine the assessment framework, making changes for improved, accurate, reliable and consistent data.  Develop a school wide framework for consistency and sustainability.	% of at-risk students achieving at or above the Year level expectations in mathematics, reading and writing. * 2025 - 65% * 2026 - 70% * 2027 - 75%  Written Progress Report parents find useful – survey favourability	
<b>Strategic Goal 2</b>  <b>Foster a Christ-centred culture of learning and community.</b>	Design a programme which facilitates character development.	Devise essential character traits which arise from Christ-centred education for students at JCS which come out of “The Jireh Way”.	Ensure DD is facilitating the intended outcome of discipleship- increased Biblical knowledge, authentic relationship with Jesus, evidenced in godly behaviour	Embed the character traits into the curriculum.	Peer and teacher observation and reported on as part of the formal progress reporting to parents twice a year.	<b>Students demonstrate “The Jireh Way” and a measurable sense of wellbeing.</b>
	Ensure wellbeing is positively impacted and authentically monitored.  Improve attendance.	Implement the assessment tool for the JCS Wellbeing Framework.  Follow the MoE Stepped Attendance Response- STAR model.	Review and refine the assessment tool.  Follow the MoE Stepped Attendance Response- STAR model.	Collate wellbeing data over 2 years which will inform the next steps in the wellbeing journey.  Follow the MoE Stepped Attendance Response- STAR model.	JSC Wellbeing Survey, (Assessment Tool) age specific for Years 1-3, 4-6 and 7-8. The data is collated, discussed at Staff meetings and reported to the Board.  80% of students are present 90% of the term- using eTAP and Everyday Matters data.	

Annual Plan 2026

Strategic Goal 1: Raise achievement through an increasingly knowledge-rich and evidence-based curriculum.

3 Year Success Metric:

- 1.1 Students are achieving at or above the Year level expectations in mathematics, reading and writing.

\* 2025 - 70% \* 2026 - 75% \* 2027 - 80%
- 1.3 At-risk students are achieving at or above the Year level expectations in mathematics, reading and writing.

\* 2025 - 65% \* 2026 - 70% \* 2027 - 75%

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Implement the NZCR for English and Mathematics and Statistics.	Teachers become familiar with the new English, Maths and Statistics curriculum.	SLT, LoL	Term 1	Staff meetings 2	Teachers are familiar with the new curriculum for English, Maths and Statistics.	
	Plan collaboratively within learning areas.	LoL teachers.	Term 1	Learning Area meetings 1 per term	Consistency in structured teaching	
	Collaborative teaching as inquiry focussing on elements of structured instruction.	LoL, teachers.	Term 2, 4	Learning Area meetings fortnightly	Shared professional knowledge for improvement of practice.	
	Create a rubric against the Rosenshein Principles of Instruction with supports for each principle.	Literacy Leads, (LL)	Term 1		Clearly defined teaching practices with specific supports against each principle- ease of access and increased understanding	
	Using Rosenshein Principles of Instruction, teachers' capabilities are measured and the necessary supports provided for greater mastery.	LL, SLT, teachers	Term 1 – 4	CRT	Clear understanding of staff capability and specific supports needed.	
	Teachers are given support – observe expert lessons, (at JCS and at across schools) access kite of resources and modelling teaching practices and increasing knowledge of syntax, morphology and phonics in staff meeting.	DP, LL, SLT	Term 2 – 4	CRT Staff meetings 3 per term	Teachers are mastering an increasing number of rich teaching practices based on the science of learning.	

	A new planning template is designed to align with the NZCR.	SLT	Term1	SLT meeting	An aligned planning template.	
	Teachers attend Structured Literacy PLD and Maths PLD.	Teachers, SLT, facilitators	Term 1 - 4	\$3000 \$40 000 reading books, LLLL resources, maths resources	Teachers are using the pedagogy of the science of learning in their classrooms in structured literacy and maths lessons.	

Strategic Goal 1: Raise achievement through an increasingly knowledge-rich and evidence-based curriculum.						
Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.	Teachers will have PLD on the new and revised assessment tools of PAT and the SMART tool.	Principal, facilitators, teachers, LoL	Term 1	\$200	Teachers are able to administer the assessment tools correctly.	
	The new assessment tools will be implemented for reading, writing and maths.	Teachers	Term 2 - 4			
	Design new formal report for parents to match the curriculum phases of learning and the refreshed curriculum.	SMT, Principal			Parents will have a good understanding of the child’s achievement and progress against year levels.	
	Data will be used effectively to inform teaching, (regularly reviews) and summative assessment for reporting and tracking progress	SLT, LoL, teachers	Term 1 - 4		Data is informative and reliable and leads to student progress and success.	
Evidence-based structured literacy and maths pedagogy will	Teachers will be using universal, (whole class) structured literacy and maths, using scope and sequence and repeated revision, hanging new learning onto what is	Teachers, TAs	Term 1	\$5000	At-risk students will be in targeted small groups, getting additional support to help them progress and achieve success.	

bring success to a greater number of students.	known. They will work with target groups to front load new vocabulary and revise concepts and sounds.					
	PLD for new learning support workers in structured literacy.	TAs, SENCO, LSC, SLAT	Terms 1 - 4	\$400	TAs will be familiar with the pedagogy of structured literacy and maths and use it when working with students who require additional help.	
	Targeted support (Tier 2) Intensive support (Tier 3) is given to the underachieving students	LSC, Structured Literacy Approaches teacher	Terms 1- 4	\$1 FTTE, (MOE provide 0.75FTTE) Board \$22 500	A new teacher role introduced- SLAT and LSC	

Annual Plan 2026

Strategic Goal 2: Build a Christ-centred culture of learning and community.

3 Year Success Metric:

- 2.1

Reporting to parents on students’ character twice a year as part of the formal progress report.
- 2.2

The JCS Wellbeing Assessment Tool is used to indicate the wellbeing of students against the JCS Wellbeing elements for human thriving.
- 2.3

70% of students attend 90% of the time each Term. Measurement Tools: eTap and Everyday Matters quarterly reports

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Design a programme of faith which facilitates Christian character development.	Survey the teachers to establish how many are using the DD programme and how it is being used.	DP, teachers	Term 1 Term 2-4	Staff meetings (2) SLT meetings (1) Learning Area meetings (1)	The DD is being used as intended, helping shape Biblical understand/worldview and a genuine faith in Jesus, grounded in the word of God, evidenced in student behaviour.	
	Unpack “The Jireh Way”.		Term 2		Teachers have a good understanding of behaviour expectations based on the school values and being Christ-like.	

	Decide on character traits that reflect “The Jireh Way” and which all JCS graduates should have.	SLT, teachers	Term 3		Land on character traits that reflect the mission and purpose of JCS and its aspirations for all students.	
	Redesign “The Jireh Way” to include character traits.	Principal, DP, designer	Term 4	\$1000	“The Jireh Way” which includes Godly character traits.	
<b>Implement the assessment tool for the JCS Wellbeing Framework</b>	The JCS Wellbeing Assessment tool is modified to make it less cumbersome.	Principapal	Term 2		Manageable, fit for purpose WB assessment tool.	
	Use the revised WB assessment tool.	Teachers	Term 2	1 hours- class time	WB assessment toll is easily accessible to students.	
	Data is collated and an action plan put in place to support student wellbeing.	Teachers, LoL, Principal	Term 2-4	Staff meeting	The Wellbeing Assessment Tool gives reliable, useful data in gauging and monitoring student wellbeing. Student wellbeing is improved through the implementation of appropriate action plans.	
<b>A JCS Attendance Management Plan being used to positively impact attendance and punctuality.</b>	Create a JCS Attendance Management Plan, AMP, using the MOE template.	Principal	By Term 1		AMP has clear guidelines and steps to take to ensure improved attendance and punctuality.	
	The AMP is adopted by the Board.	Board	Term 1	Board Meeting 17 February	Clear procedures are followed for following up chronic absenteeism. Improved attendance.	
	Follow the MoE Stepped Attendance Response STAR model Clear procedures for following up chronic absenteeism are written up based on the STAR model as per the AMP.  Report to the Board termly using data from Everyday Matters.	Principal	Term 1 - 4		The Board is well-informed around attendance at JCS.	

MOE Priorities – 2026

- 1. Improving Attendance
- 2. Implementing the New Curriculum for English, Mathematics and Statistics

As per the 2025-2026 Strategic Plan



Service   Leadership   Arts   Mission   Sport

Our Co-curricular Programme Strategic Initiatives for 2025 - 2027

Service	<p>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 2025 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.</p>
Leadership	<p><b>2025-2027</b> - Year 7 &amp; 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. Tīwai students will be part of a Growth Culture programme to grow leadership capability. The Strengths Finders programme for young people will be run with students being coached 2025-2026.</p>
Arts	<p><b>2025-2027</b> - 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.</p> <p><b>2025 and 2027-</b> Whole school musical. Introduce an Ika band, practise at lunch times. Music specialist teachers in Manu and Ika.</p>



Mission

2025-2027 - Supporting TEAR Fund child. Yr. 5 Mission Minded programme. Outreach at the Feed the Streets Avondale.  
2025 - Market Days for mission fundraising- Asian Outreach.  
2026 - Mission trip for Tiwai students to Samoa.

Sport

2025 – 2027 - Work closely with ACS to organise and participate in sports events. Increased involvement in local sports cluster – the Whau Sport Waitakere. Greater involvement for Tiwai students in the local cluster and West Auckland Zone Days. Tiwai students attend Sports Camp. After school sports teams.

ANALYSIS OF VARIANCE 2026

Jireh Christian School Achievement Targets 2026			
Curriculum Areas:	Reading		
Baseline Data:	Dynamic Indicators of Basic Literacy Skills, (DIBELS) Term 2 data will be compared with Term 4 to show progress.		
Strategic Goal:	<p>Staff and students are participating in Structured Literacy PLD to raise the achievement levels for reading as per the Strategic Plan.</p> <p>The measurement tool used will be, Oral Reading Fluency, (ORF) The text increases with difficult each year therefore the expectation of number of words read correctly year by year may differ due to the increased difficulty of the texts read.</p> <p>Students could be:</p> <p>Blue - negligible risk - core support</p> <p>Green - minimal risk - core support</p> <p>Yellow - some risk, (of not achieving oral fluency at their year level by the end of the year)- needing strategic support- Tier 3</p> <p>Red- at risk - needing intensive support- Tier 3</p> <p>The goal is that 75% of students who have been at school in:</p> <p>Yr. 4 read105 words fluently by the end of Year 4</p> <p>Yr. 5 read 125 words fluently by the end of Year 5</p> <p>Yr. 6 read 137 words fluently by the end of Year 6</p> <p>Yr. 7 read 141 words fluently by the end of Year 7</p> <p>Yr. 8 read 141 words fluently by the end of Year 8</p>		
Action Taken	By Whom	When	Expected Results
	Teachers		<ul style="list-style-type: none"><li>Expert buddy willingly and confidently shares with colleagues.</li></ul>

Opportunities are created for teachers to share their expertise.		Staff, Literacy team and learning area meetings	
Develop planning to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student’s needs as per Structured Literacy.	Teachers	Weekly	<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.	Literacy Team	On-going	<ul style="list-style-type: none"> <li>Teacher set goals for students.</li> <li>Teaching as inquiry will be used to record progress against 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> <li>Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Action Plans	Teachers	Once a term or as necessary	
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>

Action Taken	By Whom	When	Expected Results
PLD for standardised testing.	Target Students	On going	<ul style="list-style-type: none"> <li>Teachers carry out standardised testing for reliable, consistent school wide data.</li> <li>There will be critical analysis of data and rigorous tracking of target students.</li> </ul>
All teachers and teacher aides will be part of the Structured Literacy PLD. This involves 3 intensive days and 6 Zoom afternoons.	Liz Kane facilitators Teachers Leader of Learning - Writing	2025 - 2027	<ul style="list-style-type: none"> <li>2025- Teachers develop common understanding of, and shared language around, the pedagogy of structured literacy.</li> <li>Teachers growing in confidence in their own ability to teach reading, understanding the science of learning.</li> <li>Teachers understand the importance of and use scope and sequence.</li> <li>A positive shift in attitude towards reading, in both students and teachers as students gain confidence and success.</li> </ul>
Tier 2 and 3 are given support	SLAT and LSC	Term 1-4	<ul style="list-style-type: none"> <li>Long tail of underachievers will be lifted. By end of 2026 most will Tier 1 or Tier learners with less support needed.</li> </ul>
Teachers on Structured Literacy PLD programme. All new teachers to attend Liz Kane 3-day PLD	LLLL facilitators	Term 2026	<ul style="list-style-type: none"> <li>An embedded school-wide structured literacy programme.</li> <li>Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels.</li> <li>Greater student success in the area of reading.</li> </ul>

2026/2027- Planning	



<ul style="list-style-type: none"><li>• The NZCR will become known and understood by teachers.</li><li>• The NZCR English will continue to be carried out and embedded.</li><li>• Develop a consistent assessment framework which will give reliable data.</li><li>• Ensure the long tail of underachievers will be given accelerated learning as teachers participate in ALLS and ALIM.</li></ul>	<ul style="list-style-type: none"><li>• Teachers and students will continue to be part of Structured Literacy PLD.</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>
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