



JIREH CHRISTIAN SCHOOL

ANNUAL REPORT 2025





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INTRODUCTION

A Year in Summary

Another busy year has come to an end, and our hearts and heads have grown and developed. Many new families have been welcomed through the year by means of mihi whakatau at the start of each term. The year ended with a week of celebrations; the graduation of our Year 8 students as they embark on the exciting opportunities Senior School offers and the 2025 Awards Ceremony at Aukilani AOG Church in Avondale where we acknowledged all the hard work and outstanding achievements made this year by our amazingly talented students.

Students have been afforded numerous sporting opportunities among them have been the Whau T-ball, Winter Field Day, Basketball competitions and Ki-o-rahi sports day. Two Athletic Days were held, a Junior one and a Senior one, where students experienced long jump, high jump, javelin, shotput, hurdles, sprints, relays and long-distance races at Lovelock Track. Teams represented JCS at the ACS football, netball, cross-country and touch days. Thirty-five students from Tīwai did us proud at Sports Camp in Matamata, coming third overall and first for sportsmanship and the team chant. Tīwai had volleyball lessons at Synergy and the whole school enjoyed swimming lessons in Term 4. Manu Team learnt some energetic dance moves with Footsteps Dance. A number of intermediate sports events took place between St. Marys School and JCS at lunch times over the year.

The Tīwai team spent a day at Tree Adventures early on in Term 1, developing teamwork and learning to overcome challenges. House and Sports Captains have served the school faithfully, developing their leadership capabilities. They ended the year with a camp at Mangawhai where they learnt to surf, among other outdoor activities.

Learning teams were out and about on trips to consolidate and enrich learning. Manu visited Maunga Māngere. Ika enjoyed an arts experience at Corban's Art Centre and learnt about animals at the Auckland Zoo. Ika and Manu learnt about plants in the Waitakere ranges at the Arataki Visitors Centre. Tīwai spent a day on the water in Auckland Harbour with the Maritime Museum.

Service opportunities within and outside school have taken place with buddy classes supporting learning all year. Tīwai cooked, packaging and gifted pumpkin soup to Feed the Streets Avondale. The Market Days were packed with fun games, activities, edible delights and more as our students used their creativity and ingenuity to raise funds for Ebenezer Orphanage in India and Asian Outreach New Zealand. Mufti Days

have brought in money for our TEAR Fund sponsor child through gold coin donations. Manu sang lovely Easter songs to nearby rest homes and visited them again later in Term 4 to bring Christmas cheer. We had a Wig Wednesday to help raise money to fight cancer in children. The Year 5 students were part of the Missionary Minded Kids programme run by Asian Outreach, where they learnt what it might be like to be a missionary in a foreign land.

Language weeks were celebrated in dance and song as we learnt more about the Pacific Islands. House Winner and greatest attendance Pizza lunches were thoroughly enjoyed each term. Strike to Schools percussion group, wowed us with their incredible skills and a few staff and students had a chance to impress too. Kōtukutuku had an afternoon at the theatre watching the Wizard of Oz, put on by the National Youth Theatre at the Aotea Centre.

The JCS PA is comprised of a dynamic group of parents who plan and organise social and fundraising events. We are so grateful for another year of great work. A Movie Night, Walkathon, Family Fun BBQ, Friday ice blocks, Grandparents Day and more have been on the calendar this year.

Two of the highlights of the year were undoubtedly the Cultural Week where we travelled the world and celebrated one another's unique cultures that so enrich our JCS community. Our first musical was a huge blessing as we sang, danced and enacted through the gospel story. It was a true team effort where every student had the opportunity to glorify God on stage.

It has once again been a privilege to partner with you in the nurturing of your children along their learning journey.

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 Kumeu, then developed into a small private school in 2000 operating out of Kumeu Baptist Church. Jireh School became state-integrated in 2006 as a satellite of KingsWay School. In 2009 the School outgrew the Baptist Church facilities and moved to Henderson, leasing land from Laidlaw College. Jireh School gained stand-alone status as a full primary school at the start of 2018. Immanuel and Jireh became one school with the unique opportunity of sharing expertise, resources, and communities to form a new community of learning in Avondale.

Jireh Christian School has strong community values. Parents are encouraged to be involved in the life of the school as much as possible. They are invited to contribute their thoughts and ideas and to promote partnership and excellence within the school.

The School community is made up of a wide range of cultures. Each culture is valued and respected. The students at Jireh Christian School are encouraged to engage in their own culture and that of others to enhance the building of healthy and respectful communities. The students are presented with opportunities to serve and reach out to those in need, locally and internationally. The curriculum reflects this inclusive and outward focussed approach, where the value of the individual is nurtured and developed - *finding significance in community and developing servant leadership*





VISION STATEMENT

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





MISSION STATEMENT

Jireh Christian School has:

- a curriculum that is Bible-based and Christ-centred.
- a partnership with parents/whānau to nurture their children.
- students who are equipped to positively impact the world.
- a community that honours cultural diversity.
- an environment which challenges learners to faithfully develop their giftings.
- a collaborative culture of excellence.
- a culture of prayer.

Jireh Christian School is a non-denominational Christian School established in 2018 by The KingsWay Trust. The school was founded to work in partnership with Christian parents to fulfil their responsibility for the education of their children by providing a Christ-centred learning environment based on Biblical truth and practice as recognised by adherents of the evangelical Christian faith.

These Biblical truths and practices, which are summarised in the school's Statement of Faith, recognise:

- God's purposes as revealed in the Scriptures and in the risen Lord Jesus Christ.
- that all truth finds its meaning and centre in God; that God gives purpose and hope to individuals as well as to His creation by virtue of the redemptive work of Jesus Christ; a mission perspective involving a radical, personal commitment to seeing the Kingdom of God extended.
- prayer as a key tool in learning, inviting the Holy Spirit into every learning situation.

These Biblical beliefs encompass all aspects of the school and permeate the curriculum, including all of the New Zealand Curriculum statements which are presented within this Biblical world view. It is expected that all members of the school community will demonstrate commitment to these Biblical beliefs and be role models of these.

The purpose of the school, in partnership with parents, is to develop the abilities and character of young people who:

- will develop a Christ-like character as taught in the Bible.
- recognise that God calls His people to claim the whole of human life for Jesus Christ as they spread the Good News of His saving Grace.
- have a Christian vision and are equipped to become Godly leaders in the fields of their giftings and abilities.
- will live virtuous lives and exemplify Biblical values in every area of life - personal, family and in the pursuit of social peace, just government, responsible citizenship and compassionate neighbourliness.
- will develop their academic abilities in balance with their other abilities and character.

The School promotes this by:

- recognising that parents, in partnership with the school, need to be involved and are responsible for their child's education.
- employing only qualified staff who have a genuine commitment to Jesus Christ and who model a Christian lifestyle.
- providing equal learning opportunities for students from all socio-economic backgrounds.
- creating an environment where a sincere desire to know God is fostered.
- enabling children to personally adopt a Biblical Christian Worldview in knowledge, understanding and life applications.
- fostering character, wisdom and knowledge by means of the curriculum and school culture.
- using teaching and learning strategies that challenge students to achieve to individual potential.
- actively pursuing opportunities for young people to serve, bless others and share their faith in the wider community.
- encouraging students to view their education as an aspect of preparation for fulfilling God's purpose in their lives.



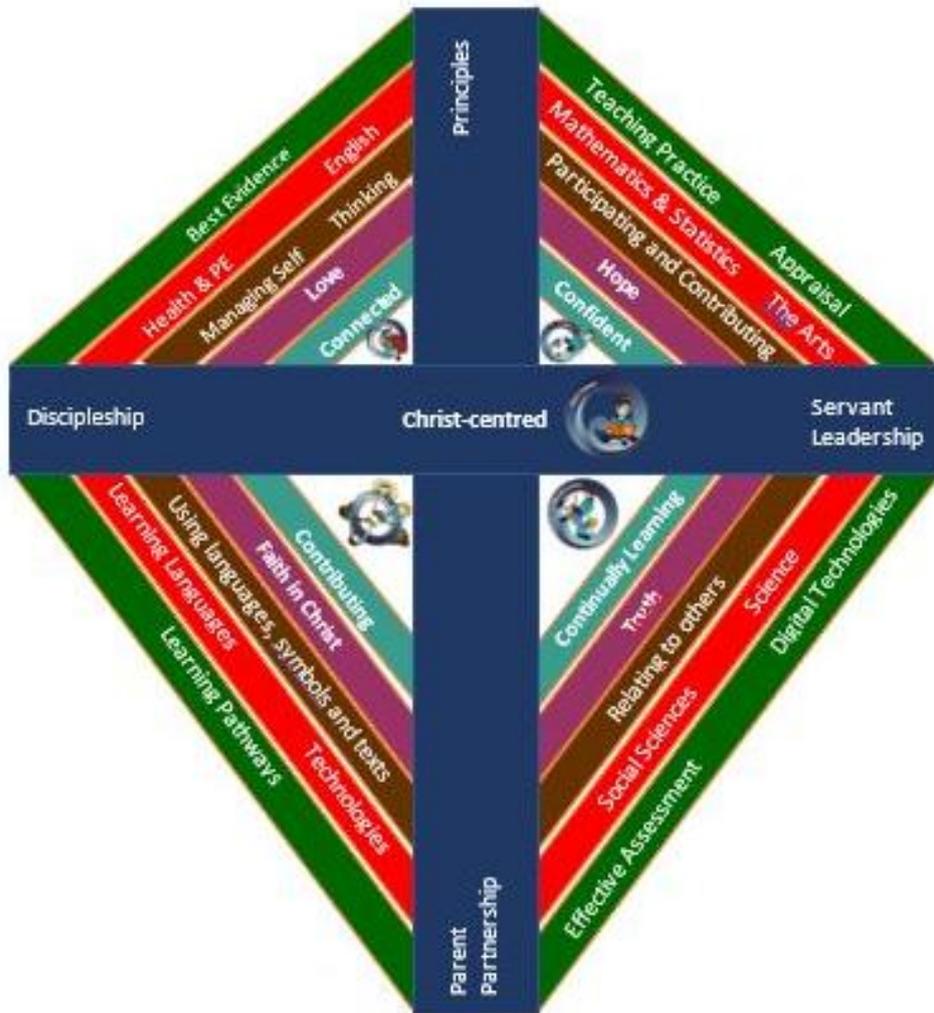
MOTTO

"From God, for God" "Mai te Atua, mō te Atua"





CURRICULUM OVERVIEW



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- Special Character:** The reason why we exist as an integrated school
- Vision:** What we desire for our students
- Values:** Underpinning all learning, these are to be modelled, explored and encouraged
- Key Competencies:** Essential to learning and growth for all students
- Learning Areas:** Eight distinct yet connected areas of learning
- Pedagogy:** Connecting the areas of best practice to inform our teaching and learning



VALUES





VISION FOR A JIREH CHRISTIAN SCHOOL GRADUATE

The vision for a Jireh Christian School graduate is that they are Christ-centred, confident, connected, contributing and continually learning.



CHRIST-CENTERED | be able to

- actively demonstrate the fruit of the Spirit.
- make decisions based on a Biblical world view.
- be an authentic disciple of Christ.
- live to please God through excellence.



CONTRIBUTING | be able to

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



CONFIDENT | be able to

- share their faith with others.
- be an independent, assessment capable learner.
- have a strong cultural and spiritual identity.
- be an effective communicator.



CONNECTED | be able to

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

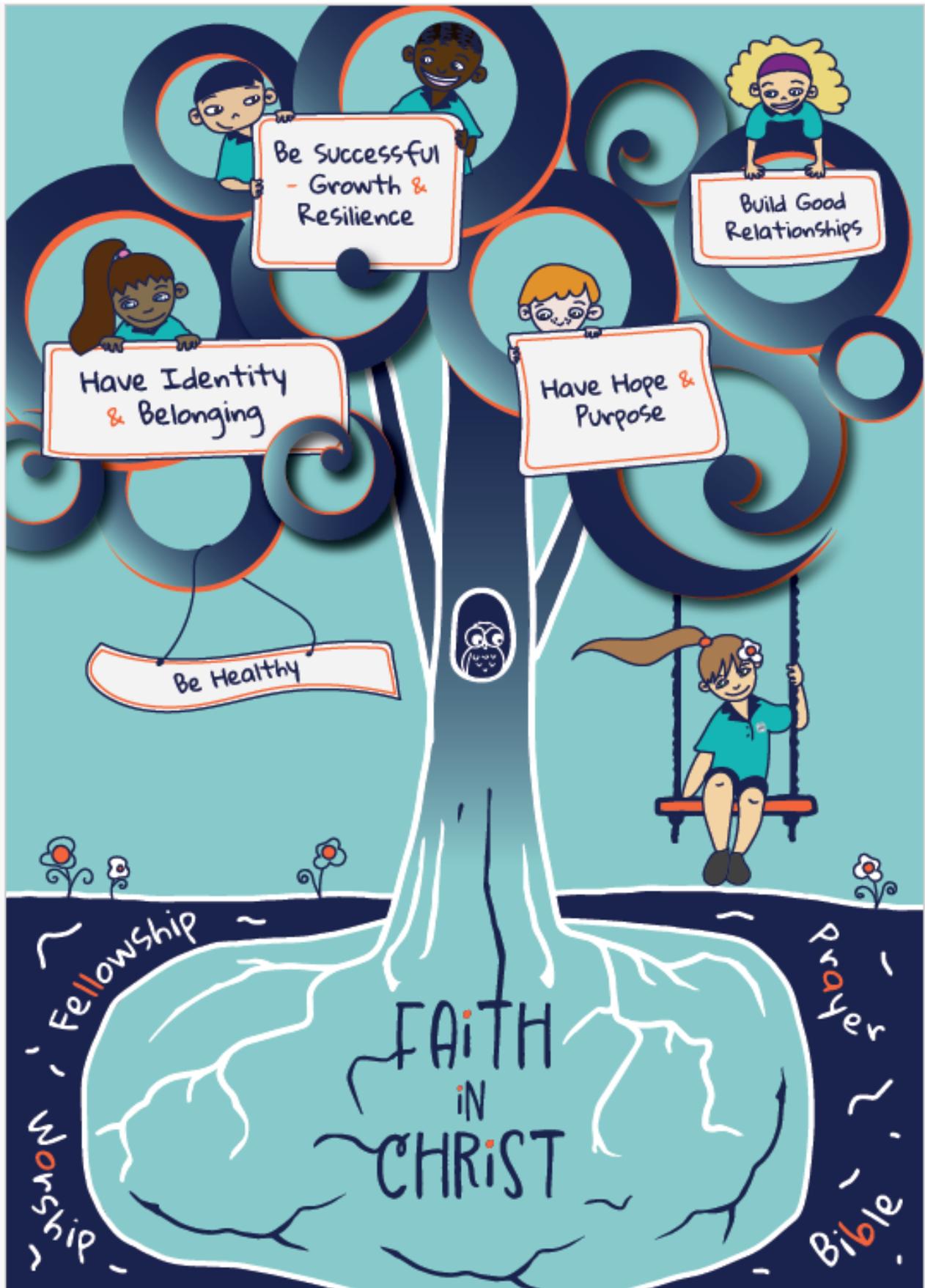


CONTINUALLY LEARNING | be able to

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



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.

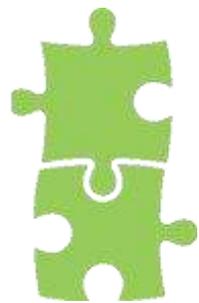
Students will be equipped with the knowledge, skills, values and attitudes in the following key competencies:

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





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?

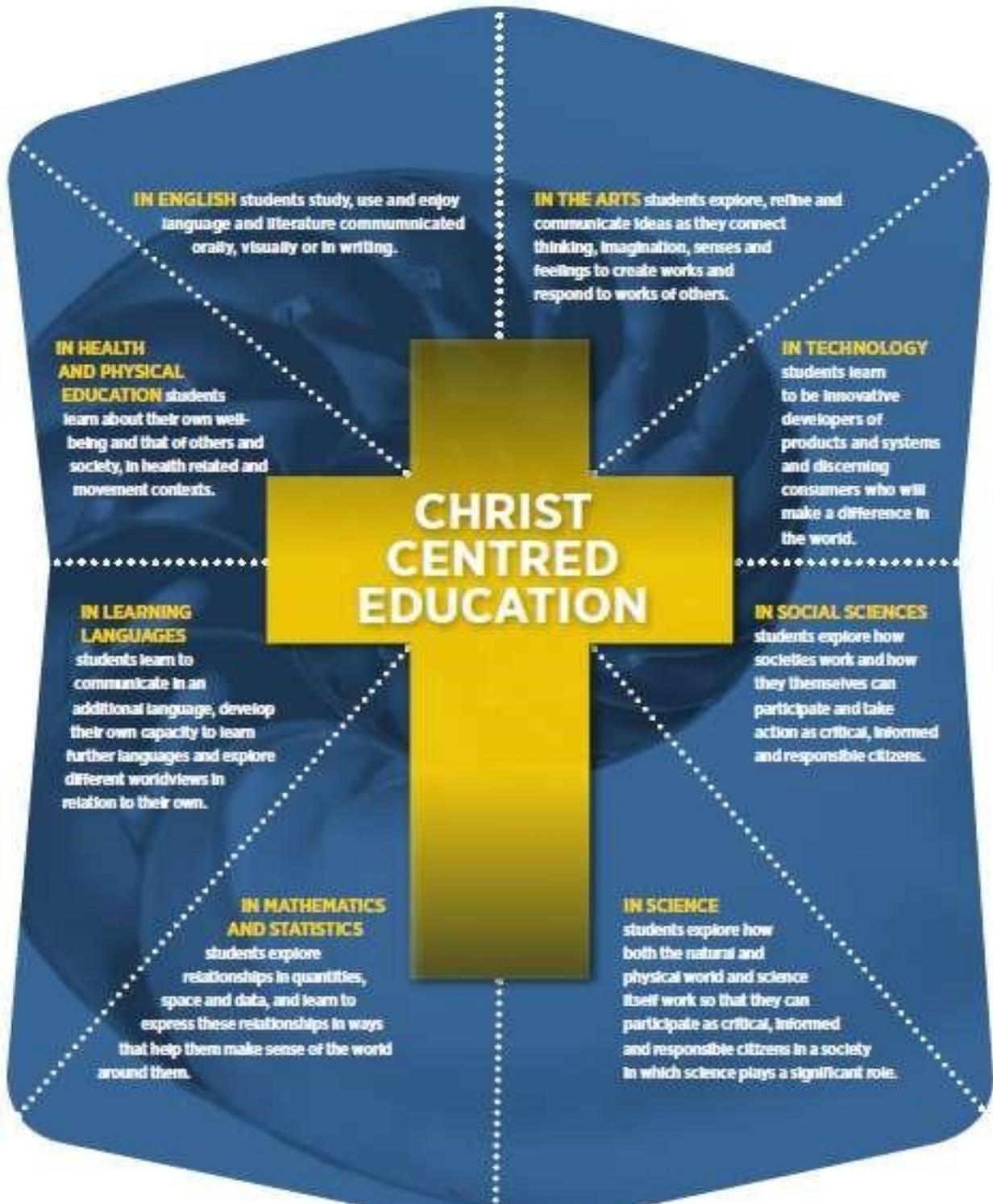
- By ensuring that staff have opportunities for professional development in order to enhance their teaching of Te Reo and tikanga Māori.
- By regular reflection, discussion and evaluation of how each teacher is reflecting tikanga Māori in the classroom in terms of content and delivery.
- By consulting 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 2025 - 2027

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

Our Vision



Our student outcomes

Goals	Strategic Initiatives	Success Outcomes
1. Raise achievement through an increasingly knowledge-rich and evidence-based curriculum	<ul style="list-style-type: none"> Develop and embed the NZ Curriculum based on the science of learning. Plan and implement an assessment framework which is reliable and enables consistency. Provide targeted support lifting the long tail of underachievers. 	Achievement is raised - all students are making measurable progress
2. Build a Christ-centred Christian culture of learning and community	<ul style="list-style-type: none"> Develop a programme of faith which facilitates Christian character development. Ensure students' wellbeing is embedded and authentically monitored. Improve attendance. 	Students demonstrate "The Jireh Way" and a measurable sense of wellbeing
3. Develop an integrated graduate profile	<ul style="list-style-type: none"> Grow teacher knowledge and understanding of the key competencies. Integrate the JCS student outcomes with the key competencies. Design an integrated graduate profile. 	A measurable, cumulative JCS Graduate Profile

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 2025 - 2027

Goals	Initiatives	2025 Outcomes	2026 Outcomes	2027 Outcomes	Measured by:	Success
Strategic Goal 1 Raise achievement through an increasingly knowledge-rich and evidence-based curriculum.	Develop and embed the NZCR based on the science of learning.	Implement the NZCR for English and Mathematics and Statistics.	Implement the NZCR for science, technology, health and PE.	Implement the NZCR for language learning, the arts and social studies.	% of students achieving at or above the Year level expectations in mathematics, reading and writing. * 2025 - 70% * 2026 - 75% * 2027 - 80%	Achievement is raised - all students are making measurable progress.
	Plan and implement an assessment framework which is reliable and enables consistency.	Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.	Embed the assessment framework.	Review and refine the assessment framework, making changes for improved, accurate, reliable and consistent data.		
	Provide targeted support lifting the long tail of underachievers.	Evidenced-based structured literacy and maths pedagogy will bring success to a greater number of students.	Teachers will be enabled to run accelerated learning groups for literacy, mathematics and statistics.	Embed ALLS and ALIM at JCS for all at-risk students.	% of at-risk students achieving at or above the Year level expectations in mathematics, reading and writing.	

					* 2025 - 65% * 2026 - 70% * 2027 - 75%	
Strategic Goal 2 Foster a Christ-centred culture of learning and community.	Develop 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".	Introduce the essential character traits into the curriculum.	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.	Students demonstrate "The Jireh Way" and a measurable sense of wellbeing.
	Ensure wellbeing is embedded 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.	

Three Year Overview 2025 - 2027

Goals	Initiatives	2025 Outcomes	2026 Outcomes	2027 Outcomes	Measured by:	Success
<p style="text-align: center;">Strategic Goal 3</p> <p style="text-align: center;">Develop an integrated Graduate Profile.</p>	<p>Grow teacher knowledge and understanding of the key competencies.</p> <p>Integrate the JCS Student Outcomes with the key competencies.</p> <p>Design an integrated Graduate Profile.</p>	<p>Teachers gain a good understanding of the key competencies through reading and discussing as a whole staff.</p>	<p>The JCS outcomes are reworked to ensure they contain the key competencies/future-focused learning dispositions which cannot be left to chance.</p>	<p>A graduate student progress profile rubric is developed and used by students and teachers.</p>	<p>A graduated rubric showing progress towards The JCS Graduate Profile- Years 1-8.</p>	<p style="text-align: center;">A measurable cumulative JCS Graduate Profile.</p>

Annual Plan 2025

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
	Teachers become familiar with the new English, Maths and Statistics curriculum.	SLT, LoL	Term 1 – 4	\$2000 TODs	Teachers are familiar with the new curriculum for English, Maths and Statistics.	MOE PLD Day 1 of 2 has happened unpacking the curriculum Everyone, including TAs will have completed the MOE funded 3-day LLLL and the Code PLD by late May The second Maths PLD day has been held to further unpack and help implement the NZMC.

<p>Implement the NZCR for English and Mathematics and Statistics.</p>	<p>A new planning template is designed to align with the NZCR.</p>	<p>LoL, SLT</p>	<p>Term 2</p>		<p>An aligned planning template.</p>	<p>Two more Maths PLD days have been planned for 2026. The English and Maths & Stats curriculum has changed and will need to be learnt and embedded in 2026.</p>
	<p>Design a new formal report template for reporting to parents to align with the NZCR.</p>	<p>SLT</p>	<p>Term 4</p>		<p>An aligned report card.</p>	<p>This will be implemented in Term 2 2026. The teachers are using the new curriculum for reading, writing and maths to assess student progress form a new bank of dropdowns devised form the revised curriculum</p>
	<p>Teachers attend Structured Literacy PLD and Maths PLD.</p>	<p>Teachers, SLT, facilitators</p>	<p>Term 1 - 4</p>	<p>\$500</p>	<p>Teachers are using the pedagogy of the science of learning in their classrooms in structured literacy and maths lessons.</p>	<p>AS ABOVE A modified report card is being used to reflect assessing by year levels and learning phases for the end of the year. 2026 will start with looking at the state of the nation as teachers are at varying competencies. Support will be put in place to ensure consistency and continual improvement of practice. Two literacy leads have been appointed to help ensure the new English curriculum is</p>

	<p>The new curriculum is implemented for English, Mathematics and Statistics.</p>	<p>Teachers, Kahui Ako Within School Leaders</p>	<p>Term 1 - 4</p>	<p>\$20 000- reading books</p>	<p>The new curriculum is being used in English, Mathematics and Statistics.</p>	<p>implemented and embedded. Buddy coaching will all be around the effective use of the structured approach. The staff will be reading Explicit Instruction as part of the PLD programme in 2026.</p> <p>Structured Lit. is happening in all classes Yrs 1-6 in various degrees. Prime Maths Is the programme being used. PLD on Pro maths is scheduled so that teachers can use it to ensure curriculum coverage. Teachers have showcased some of the teaching hotspots at staff meetings. How to use manipulatives effectively to teach concepts was demonstrated by various staff members at staff meetings.</p>
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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
<p>Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.</p>	<p>Teachers will have PLD on the new and revised assessment tools of PAT and e-asTTle.</p>	<p>Principal, facilitators, teachers, LoL</p>	<p>Term 1</p>	<p>\$200</p>	<p>Teachers are able to administer the assessment tools correctly.</p>	<p>PLD on the changes to PATs. We are using the static PAT this Term and will look at doing the graduated in Term 4.</p> <p>The new writing PAT test for Yrs 4-8 has come out and will be trialled in Term 4.</p> <p>The new PAT writing assessment Yrs4-8 has teething problems and has not given reliable data. A detailed AI prompt, encompassing the teaching sequences and learning progressions in the English curriculum, has been used to assess the PAT writing samples. This data will be used with other writing data, to arrive at an accurate assessment of each student for the end of year report.</p>

	<p>The new assessment tools will be implemented for reading, writing and maths.</p> <p>Design new formal report for parents to match the curriculum phases of learning and the refreshed curriculum.</p> <p>Data will be used effectively to inform teaching and learning.</p>	<p>Teachers</p> <p>SLT, LoL, teachers</p>	<p>Term 2 - 4</p> <p>Term 4</p> <p>Term 1 - 4</p>		<p>Data is informative and reliable and leads to student progress and success.</p>	<p>DIBBLES, 20- and 40-week Phonics checks and LARS lit tests</p> <p>A modified report has been used for the end of year, summative report, showing achievement against year levels and learning phrases.</p> <p>PAT data Term 1 shared with the Board PAT data will be reported on for Term 4 and progress from Term 1-4.</p>
<p>Evidence-based structured literacy and</p>	<p>Teachers will be using structured literacy and maths, using scope and sequence and repeated revision,</p>	<p>Teachers, TAs</p>	<p>Term 1</p>	<p>\$5000</p>	<p>At-risk students will be in targeted small groups, getting additional support to help them progress</p>	<p>TAs have been on structured lit PLD. ESOL use the vocabulary used in maths from the NZMCR to front load ESOL students. The principal will apply for an increase in FTEs in 2026 to support the Tier 3 students who needed accelerated and</p>

<p>maths pedagogy will bring success to a greater number of students.</p>	<p>hanging new learning onto what is known. They will work with target groups to front load new vocabulary and revise concepts and sounds.</p> <p>PLD for learning support workers in structured literacy.</p>	<p>TAs, SENCO</p>	<p>Terms 1 - 4</p>	<p>\$400</p>	<p>and achieve success.</p> <p>TAs will be familiar with the pedagogy of structured literacy and maths and use it when working with students who require additional help.</p>	<p>intensive intervention to meet the expected levels. A Structured Literacy teacher will be employed for 05FTEs (12.5 hours) to give targeted support and intensive instruction.</p> <p>ESOL learning support to attend 3-day Structured Lit. PLD All teachers and TAs who teach literacy have attended the 3-day PLD for SL.</p>
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Annual Plan 2025

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 80% of students attend 90% of the time.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Devise essential character traits for students at JCS which come out of "The Jireh Way".	Unpack "The Jireh Way".	DP, teachers	Term 2		Teachers have a good understanding of behaviour expectations based on the school values and being Christ-like.	To ensure consistency a staff meeting was held to discuss the Jireh Way and how it is carried out at JCS. Assemblies will cover the contents to ensure students know expectations around behaviour. <i>A discussion in the SLT meeting around manners etc, was held. Two assemblies were spent on teaching good manners, putting others before ourselves, loving one another. Teachers have been reiterating this in the classroom and certificates are given out at Friday</i>

	<p>Decide on character traits that reflect “The Jireh Way” and which all JCS graduates should have.</p> <p>Redesign “The Jireh Way” to include character traits.</p>	<p>SLT, teachers</p> <p>Principal, DP, designer</p>	<p>Term 3</p> <p>Term 4</p>	<p>\$2000</p>	<p>Land on character traits that reflect the mission and purpose of JCS and its aspirations for all students.</p> <p>“The Jireh Way” which includes Godly character traits.</p>	<p>assemblies to reward and lift the profile of godly behaviour. To be done in 2026</p>
<p>Implement the assessment tool for the JCS Wellbeing Framework</p>	<p>Teachers use the JCS Wellbeing Assessment tool.</p> <p>Data is collated and an action plan put in place</p>	<p>Teachers, Within School Leaders</p> <p>LoL, Principal</p>	<p>Term 2</p> <p>Term 2-4</p>		<p>The Wellbeing Assessment Tool gives reliable, useful data in gauging and monitoring student wellbeing.</p> <p>Student wellbeing is improved through the</p>	<p>The tool was used this term and the data analysed by teachers and principal. Actions plans are being developed to support areas of concern. Student wellbeing is being reported on in the June meeting. The WB assessment tool will be modified to make it more manageable and fit for purpose. It gives good individual information but not social climate across the school and in classrooms.</p>

	to support student wellbeing.				implementation of appropriate action plans.	
Follow the MoE Stepped Attendance Response STAR model	Clear procedures for following up chronic absenteeism are written up based on the STAR model.	Principal	Term 1		Clear procedures are followed for following up chronic absenteeism. Improved attendance.	A staff meeting was held regarding the process to follow for chronic and regular absenteeism. A planned approach is being implemented.
	Report to the Board termly using data from Everyday Matters.	Principal	Term 1 - 4		The Board is well-informed around attendance at JCS.	The Board is informed once a term using, Everyday Matters statistics Punctuality and attendance are rewarded by awarding the winning class with a certificate each wee and the winning class for the term gets a pizza lunch. Parents of chronically late and absent students have been sent letters and been contacted via the phone to see how the school can help to facilitate better attendance, mostly to good effect, with improved attendance. An Attendance Management Plan is to be written up for the start of 2026.

Annual Plan 2025

Strategic Goal 3: Develop an integrated graduate profile

3 Year Success Metric:

3.3 A graduated rubric showing progress towards The JCS Graduate Profile- Years 1-8

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Grow teacher knowledge and understanding of the Key competencies.	Teachers read various material and books on key competencies from the OCD countries, Australia and NZ.	Principal Teachers	Term 2-4	\$500	Teachers have a good understanding of the key competencies.	This is deferred to 2026 as 3 new curriculum areas are taking up all our capacity in 2025 The key competencies have been replaced by the capabilities, and these will be embedded in the learning programme in the new curriculum. This Strategic Goal will need to be changed for 2026-2027
Integrate the JCS Student Outcomes with the key						

competencies.						
Design and integrated Graduate Profile						

MOE Priorities - 2025

1. Improving Attendance

How JCS is focused on raising attendance

SEE STRATEGIC GOAL 2 ON THE ANNUAL PLAN

MOE and Kahui Ako Priorities - 2025

2. Reading, Writing, and Maths NZCR

How JCS is focused on raising student achievement in reading, writing and maths

SEE STRATEGIC GOAL 1 ON THE ANNUAL PLAN

SLAMS

Service Leadership Arts Mission Sport

Our Co-curricular Programme Strategic Initiatives for 2025 - 2027

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 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.

Leadership

2025-2027 - 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. 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.

Arts

2025-2027 - 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.

2025- Whole school musical. Introduce an Ika band, practise at lunch times. Music specialist teachers in Manu and Ika.

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 Tīwai 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 Tīwai students in the local cluster and West Auckland Zone Days. Tīwai students attend Sports Camp. After school sports teams.

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

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

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

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

2. Barrier Free Access

How JCS is focused on achieving the NELPS

<p>Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.</p>	<ul style="list-style-type: none"> - The SENCo, together with the teacher, establish which students require additional help, and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning. - SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary. - Students have access to counselling at school. - Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom. - ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student’s exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.
<p>Ensure every learner gains sound foundation skills, including language,</p>	<ul style="list-style-type: none"> - ESOL learners are given assistance in the classroom and in small, withdrawal groups. Teachers and TAs have had PLD and continue to have support in embedding the 7 ESOL principles. ESOL is also a focus of the Kāhui Ako. The 7 ESOL principles are being embedded in the learning programme. - Staff are doing Te Reo Education Perfect (2024-2027). This PLD leads into the classroom through tikanga and Te Reo Māori lessons using the NZC.

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

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

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

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

4. Future of Learning and Work

How JCS is focused 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



Ki Atua hei te Kororia Kāhui Ako

STRATEGIC PLAN

OUR VISION

To be a Christian community where our pupils draw on God's strength to be confident, connected, contributing, life-long learners who embody the Christian Special Character of the kura.



E kore hoki to aho takitoru emotu wawe. - A cord of three strands is not quickly broken.
Ecclesiastes 4:12

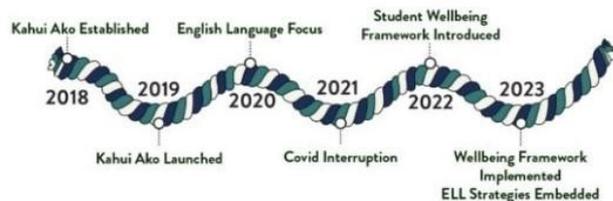
Who is in our waka?



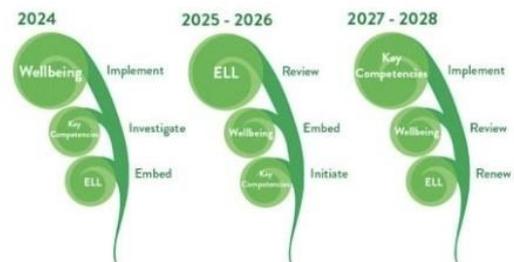
What will drive improvement?



Our Journey



Progress Aspirations



Progress Indicators

Key Competencies

<p>2024 (Investigate)</p> <ul style="list-style-type: none"> An agreed timeline exists that will see the Key Competencies introduced to teachers. Best evidence exists and is communicated to all stakeholders on what constitutes a key competency and the value of these to ensure more significant student outcomes.
<p>2025-2026 (Initiate)</p> <ul style="list-style-type: none"> A common Key Competency framework and understanding exists across all member schools. The Key Competencies align and support the refreshed curriculum. Staff report growing confidence in integrating Key Competencies into their teaching and learning programs.
<p>2027-2028 (Implement)</p> <ul style="list-style-type: none"> There is growing evidence of teachers planning and teaching Key competencies in work units. Students refer to the Key Competencies in their learning and transfer these into different learning contexts. A data bank of Key Competencies ideas exists at all curriculum levels that promotes a growing proficiency at various stages of development.

English Language Learners

<p>2024 (Embed)</p> <ul style="list-style-type: none"> Teachers' planning will demonstrate how the ESOL strategies are being used Staff new to the Kahui Ako will be given the necessary information to ensure understanding of ELL's
<p>2025-2026 (Review)</p> <ul style="list-style-type: none"> Programs are externally evaluated to verify that the correct practices and systems are being used to ensure the best student outcomes Data collected is utilized to support the improvement plan The plan is effectively communicated to stakeholders
<p>2027-2028 (Renew)</p> <ul style="list-style-type: none"> Stakeholders respond to evaluation data Programs practices and systems are monitored and recalibrated through collaborative inquiry.

Wellbeing

<p>2024 (Implement)</p> <ul style="list-style-type: none"> Teachers and students are conversant with the Wellbeing Framework Planning and teaching reflect the spokes of the Wellbeing Framework Relevant professional development is effectively delivered.
<p>2025-2026 (Embed)</p> <ul style="list-style-type: none"> Curriculum delivery includes effective wellbeing strategies across all the member schools New staff are upskilled in effective wellbeing strategies
<p>2027-2028 (Review)</p> <ul style="list-style-type: none"> Programs, practices and systems are externally evaluated through collaborative inquiry Teacher leaders make sense of data to feed into improvement plan Teacher leaders plan and communicate next steps to stakeholders

ANALYSIS OF VARIANCE 2025

Jireh Christian School Achievement Targets 2025

Curriculum Areas:	Reading		
Key Competency:	Using Language, Symbols and Texts - Decodes and gains meaning from texts		
Baseline Data:	LLARS and PROBE reading tests Years 1-3 Term 2 2025 and Term 4 2025		
Strategic Goal:	Staff and students are participating in Structured Literacy PLD to raise the achievement levels for reading as per the Strategic Plan. 80% of students who have been at school for: 6 months at Stage 4 Yr. 1 at Stage 6 Yr. 2 at Stage 7.1 Yr. 3 at Stage 7.4		
Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff, Literacy team and learning area meetings	<ul style="list-style-type: none"> Expert buddy willingly and confidently shares with colleagues.

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"> • Leaders of Learning meet specifically to monitor progress of target students. • Meetings will be held at the end of term with each Learning Area to discuss progress of focus students. • There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.
The Literacy Team will Inquire into practice and its relationship to student progress.	Literacy Team	On-going	<ul style="list-style-type: none"> • Teacher set goals for students. • 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.
IEP's Action Plans	All stakeholders Teachers	Twice a year Once a term or as necessary	<ul style="list-style-type: none"> • These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored. • Differentiated learning programmes will be developed to meet specific needs.
Share bright spots and problem areas.	Leaders of Learning / All teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> • To analyse data, effective teaching and to share good practice.

Action Taken	By Whom	When	Expected Results
PLD for standardised testing.	Target Students	On going	<ul style="list-style-type: none"> • Teachers carry out standardised testing for reliable, consistent school wide data.

			<ul style="list-style-type: none"> • There will be critical analysis of data and rigorous tracking of target students.
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"> • 2025- Teachers develop common understanding of, and shared language around, the pedagogy of structured literacy. • Teachers growing in confidence in their own ability to teach reading, understanding the science of learning. • Teachers understand the importance of and use scope and sequence. • A positive shift in attitude towards reading, in both students and teachers as students gain confidence and success.
Teachers on Structured Literacy PLD programme – Liz Kane 2025.	LKL facilitators	Term 4 2024- 2025	<ul style="list-style-type: none"> • An embedded school-wide structured literacy programme. • Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels. • Greater student success in the area of reading.

2025/2026- Planning

- The NZCR will become known and understood by teachers.
- The NZCR English will continue to be carried out and embedded.
- Develop a consistent assessment framework which will give reliable data.
- Ensure the long tail of underachievers will be given accelerated learning as teachers participate in ALLS and ALIM.

- Teachers and students will continue to be part of Structured Literacy PLD.
- 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.

THE JIREH WAY

IN THIS SCHOOL WE...

- OBEY OUR PARENTS AND TEACHERS
 - USE OUR MANNERS
- SPEAK KIND AND ENCOURAGING WORDS
- ARE CAREFUL NOT TO HURT OTHERS
 - TAKE CARE OF OUR BELONGINGS
 - TREAT SCHOOL PROPERTY AND BELONGINGS WITH RESPECT
 - KEEP OUR SCHOOL TIDY
 - LOOK OUT FOR EACH OTHER

AT JIREH CHRISTIAN SCHOOL,
OUR VALUES GUIDE OUR
BEHAVIOUR.

BECAUSE OF OUR FAITH IN
CHRIST
WE LOVE, WE HOPE AND WE
BELIEVE THE TRUTH.

IN DOING ALL THIS, WE
PLEASE AND GLORIFY
GOD.

SPECIAL CHARACTER





SPECIAL CHARACTER

EXECUTIVE SUMMARY

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

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

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

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

Learning Areas have assemblies fortnightly where they share a devotional time. The students often lead this time, growing in their ability and confidence to share their faith journey and encourage others. Every Friday morning, we meet as a School to enjoy assembly together. The time is spent in worship, a devotional time focussing on systematically working through the Biblical narrative. In Term 4 a series on the lives of missionaries was shared. The assemblies were taken by the Principal. We also have a variety of guest speakers who challenge and teach devotions through puppet shows, 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. Two Market Days were held to help raise money for a Christian Children's orphanage in Nagaland India and for Asian Outreach New Zealand. In so doing we are endeavouring to be Christianity in action. We have a parent prayer meeting every Wednesday morning and a prayer request box in the reception area.

In terms of mission, we sponsor a TEAR Fund child as a school. The students hold a Mufti Day once a term with a gold coin donation and write to the sponsor child periodically throughout the year for birthdays, Christmas, etc. We hold Market Days where students are given seed money, in groups, which they use to generate money to give to mission organisations which are linked to people in our community. This could be local or further

afield in Samoa, Tuvalu, Rarotonga, etc. We are looking to send a Year 7&8 mission team to Cambodia and Fiji in the future. The school takes a team of intermediate students to Samoa every two years where the students have the opportunity to share the gospel and serve the community at Falese'ela

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 staff devotions on a Friday morning. Staff take turns in bringing a devotional to the team.

Highlights – The JCS Values and the elements of the wellbeing framework are being embedded in various ways across the School. They are seen in 'The Jireh Way' which details what good behaviour looks like at JCS. The Staff Code of Conduct is based on the JCS Values.

Challenges – Ensuring that what we know to be true and life giving is translated into transformational Daily Discipleship lessons in the classrooms where hearts are changed and behaviour is evident in the demonstration of the fruit of the Spirit in the staff and students.

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

Developing a strong prayer team within the parent community. The prayer team has increased in number with greater uptake of praying parents, sharing needs and ministering to one another so that our community is meeting the needs of families in a wider context which is ultimately hugely beneficial to the students in those families.

SELF REVIEW PROCESSES

Parent feedback is gathered at meetings/forums, through surveys, emails, weekly communications with teachers and conversations. Teachers actively seek feedback around homework tasks and units of study each term.

A summary regarding feedback from parents this year has been that the Special Character of the School is something they value highly and regard as one of the most important features of the School. They enjoy the loving, family community we have and feel that their children are safe and loved. They are pleased at the prayer and worship in the classes. They have commented on the value they place on teachers' attitudes towards one another. When reporting to parents they requested a summary of the character development of their child as being as important as reading, writing and mathematics and more important than other areas of the curriculum. It is clear from parent surveys that Special Character is very important and a feature of our School which needs to be closely guarded, developed and nurtured.

Student feedback is gathered intentionally at the end of each unit of work and through Well-being and Friendly Child Surveys.

All surveys are collated, summarised and shared with teachers and students where appropriate. Teachers discuss collaboratively how to ensure student well-being and safety. School wide and small group programmes assist students who need help with behaviour, friendship issues, loss, grief and other difficulties. Teachers pray with students and students are given the opportunity to share their needs and pray with one another. Teachers reflect on students' feedback in written form when collating well-being and student voice surveys at the end of units of work. This reflection informs teaching and learning, and social decisions made in the class for the well-being of students and the improved teaching and learning programme and delivery.

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

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

Daily Discipleship Programme for Students:

The Deputy Principal has written Daily Discipleship Units for students from N.E. to Year 8, on behalf of the teachers. Each term, the plan is shared with the teachers with the intention that they will take the ideas presented to them and adapt them appropriately for their own students.

The devotional units responded to the greatest commandment – to love the Lord with all our heart, soul, mind and strength – and that incorporated aspects of putting feet to what was happening in the students’ hearts.

Inspired by the Interact Curriculum, teachers were asked to identify the key aspects of God’s character that they would want their children to know and understand. A 3-year cycle is followed for Daily Discipleship, therefore the top 8 aspects in response to the feedback from teachers were chosen. In that cycle, the students learn that God is:

- One God
- Faithful
- Holy and Wise
- Peace
- Grace and Truth
- Creative
- The Servant King
- Love

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

Each term focuses on an aspect of God’s character which is woven into the inquiry learning and elements of the School’s wellbeing framework. Based on that, students will be immersed in the Big Story of God’s Word, and they will be taught the key stories in God’s Word that highlight God’s character. Students will have encountered every book of the Bible to a lesser or greater degree. The teachers are encouraged to help children understand that God’s Word is not a book of stories, it is One Story from beginning to end – and every book within the story contributes and reinforces the big story of God’s redemptive plan.

The Deputy Principal has also been led to develop learning activities in the Daily Discipleship that enable children to respond with their head (knowledge), heart (understanding) and hands (action/service).

At JCS, we value the spiritual development of our students, but we want them to see that God is integral to their understanding about all aspects of life. That is why we want them to love Him with their heart, soul, mind and strength.

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



SCHOOL EVALUATION





SELF EVALUATION CYCLE 2022-2024

	STRATEGIC	REGULAR
2024	Developing the campus to accommodate roll growth.	Health & Safety Te Reo Māori Property
2025	Implementing the new curriculum for Maths and Statistics and English	Reading Wellbeing Maths and Statistics
2026	Triennial Special Character (External) 2027 Developing the campus to accommodate roll growth. Developing a robust assessment framework and choosing a reliable assessment tool. Reporting to parents using the new criteria. ERO (External)- using the Improvement Progress Framework, Strategic Plan and specific related achievement goals.	Reading Writing Maths and Statistics Property Health and Safety





SCHOOL LEARNING AREA REPORTS

Annual School Report to the Board of Trustees



Year	2025	School	Jireh Christian School
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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, Kōtare, Kākāpō, and Pīwakawaka. Kererū (Year 0) class has 12 students. Tūi (Years 1-2) class has 21 students. Kōtare (Year 2) has 23 students, Kākāpō (Year 3) has 23 students, and Pīwakawaka (Year 3) has 23 students, giving a total of 102 students. There will be an additional 8 New Entrants joining Kererū class at the beginning of Term 2.

In Tūi, 8 out of 21 children are ESOL. In Kōtare, 13 out of 23 children are ESOL. In Kākāpō, 17 out of 23 children are ESOL. In Pīwakawaka, 13 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. Greg Woodcock releases Naomi Villegas, Nicola Pallesen, and Sandra Lee Bautista, and Jeehea Watts releases Clarisse Sinapilo, Nicola Pallesen, Jo Duxfield, and Debra Wood. Our release teachers teach a range of subjects such as Makerspace (Year 3s only), Maths Strand, Literacy, Daily Discipleship, P.E., Te Reo Māori, and Digital Technology.

Strengths:

Structured Literacy's Second Year of Implementation

The Manu team is currently in its second year of implementing Structured Literacy, showing teachers becoming more familiar with and capable of implementing the programme and utilising its resources in teaching. For instance, the use of Structured Literacy Teacher Resource book, which contains worksheets, *LLLL* games, *Heggerty* book, and *UFLi* and *Sunnyhills* decodable texts, are used to strengthen students' word recognition skills. An area of opportunity is utilising our *Ready to Read* and *PM* readers to teach aspects of language comprehension such as background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. This is something that we have already started doing in the Manu team. We are starting to see the fruits of the programme in students' reading and writing. When we complete the mid-year testing using the *Llars (Little Learners Assessment of Reading Skills)* we will be able to compare this to the mid-year data from last year. Similarly, when we complete our Term 4 testing this year, we will be able to compare this with our Term 4 data from last year.

Professional Development

All Manu teachers, as well as some ESOL teachers and teacher aides, have attended Liz Kane's Structured Literacy PLD, which helps develop a consistent use of Structured Literacy in the Manu team. The professional learning development (PLD) opportunities offered pedagogy such as Review, Teach, Practise, and Apply, which teachers and apply in their teaching practice. In addition, all Jireh teachers and support staff have received PLD in the refreshed Maths curriculum, which again, helps develop consistent practice and understanding in school.

Increasing consistency within the team and school

Aside from PLDs from outside providers like Liz Kane and the Ministry, in-house PLDs are also offered to the whole staff by the Literacy team. This ensures all teachers have shared knowledge and understanding of different aspects of the refreshed curriculum. Teachers in our team also implement strategies such as Review, Teach, Practise, and Apply, and have the same core requirements in weekly planning in all subject areas, and the use of Concrete, Visual, and Abstract strategies in Maths. Team leaders and lead teachers in Literacy (junior syndicate: Nicola Pallesen) and Maths (Maliah

Tato) also regularly check in with the team on how they can support in the implementation of the refreshed English and Maths curricula.

Positive Team Environment - Continually Learning and Collaboration

Our team consistently demonstrates a willingness and openness to learn new things. All teachers within the team have been willing to engage with the resources, ask questions as needed and follow the scope and sequence of the Structured Literacy and *Pr1me* programmes. Our teachers are also looking into either the Science of Learning, or the refreshed English and Maths curricula for their teacher inquiries. Our team members also have good relationships with one another and possess a good attitude, making everyone a pleasure to work alongside. There is also a good balance of strengths in the team, which teachers are willing to share and use to grow the Manu area.

Weaknesses:

Centralised system of tracking data and progress

Because of our new programmes such as *Pr1me* Maths for Years 0-1 and Structured Literacy, there is no way to record data on *eTap* yet. With Structured Literacy, students' data and progress are recorded in *Google Sheets*, while *Pr1me K* is yet to be updated on *eTap* for our Years 0-1 teachers to use. Often times, it is hard to track on *eTap* what students have already achieved as there is no way for progressions to permanently be ticked off. A suggestion is a better platform to track data and record students' progress in not just stages and levels, but also what progressions they can do and are currently working on.

Opportunities:

Teaching Inquiry

This year, our Manu team is in its second year implementing a Structured Literacy programme, a reading programme backed by the Science of Reading to improve the reading and writing levels of all students. This has been a great learning opportunity for our teachers, as teachers continue to teach in ways backed by extensive research and evidence.

This year, our teachers continue on this learning journey with inquiries looking at the Science of Learning in raising the achievement of low and neurodiverse students, improving instructional practices such as spaced and retrieval practice to raise student achievement, and effectively using *Pr1me* resources such as the Teacher's guide, course book, and *Maths Pro* to enhance student engagement, understanding, and achievement. Throughout the year, teachers will also be sharing their learning, findings, resources, and teaching ideas that have been successful with the rest of the team.

Refreshed Curriculum and PLD

The refreshed English and Maths curricula are clear, structured, and systematic, making it easier and clearer for teachers to know what to teach students at different year levels. Regular PLDs are also offered by people from the Ministry, approved providers, and JCS' Literacy and Kāhui Ako teams to ensure teachers are well-equipped to teach the different objectives, have a shared understanding, and maintain consistency across the school.

Homework

Homework set every week further consolidates the learning students have been doing in class. The old edition of the *Pr1me* practice books is also given to Year 3 students for further practice. This beautifully aligns with the learning that is happening in Maths at school.

Threats:

Student punctuality and attendance

Lateness and poor attendance are still an ongoing concern as students and families go on holidays during school term time, or have doctor's appointments during school hours. This year, out of 30 full days of learning, 57 out of 102 students have missed 1-4 days of school, 8 out of 102 students have missed 4-8 days, and 8 out of 102 students have missed 9-19 days of school. This means that many of our students are missing at least one day of school each week, usually on a Monday, Tuesday and Friday, too. In addition, punctuality is a key concern 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.

Assessment

Conducting assessments can be a challenging time for teachers in our team. This is usually done during class time and can pose a challenge as teachers not only assess students but also manage the work the rest of the students in class are doing and their behaviour. Unlike students in the middle and senior areas of the school, our students need a lot more

support, thus, doing assessments may take longer affecting teaching time. Fortunately, there are less number of assessments required of our teachers this year compared to last year.

Busy term schedule

With lots of events happening throughout the term, there is a threat of having less teaching time for core subjects. However, this could be solved by effective integration of subjects to make sure all learning is done in a way that is meaningful and relevant for all students.

Behaviour Challenges

This year, our team is faced with lots of behavioural challenges which affect teaching time as teachers spend more time on behaviour management. These behaviour challenges may also come from students with varying neurodiverse conditions such as autism, ADHD, speech delay, etc. However, with the refreshed curriculum where 'Everybody gets everything', and teaching strategies our teachers have learned such as perky pace, and Review, Teach, Practise, and Apply, we hope to see our students engaged in class and able to move new learning to their long-term memory for easier retrieval and greater automaticity affecting student wellbeing and engagement in class.

New students and Mid-year intakes

New students and mid-year intakes pose a challenge of catching up all students with previous learning. Especially with our Kererū class, this would be a challenge as they welcome 8 new students in Term 2.

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:
Term 1 -God is Grace and Truth, and we are called to act graciously and speak truthfully.
Term 2- God is the Creator, and we are called to acknowledge his sovereignty over all creation.
Term 3- God is Love, and we are called to reveal His heart of love in everything we say, do and think. Term 4- God is Servant King, and we are called to lead our family, friends and community from a heart of service, modelling this to the world.
- 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 weekly. The Bible verses are chosen to support the focus of the term, eg: Grace and Truth.
- 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 Maori.
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e., Inquiry or Ka Hikitia).
- Professional Development to assist staff in implementing the RAP.
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori.

- Kapa Haka is held weekly on a Friday afternoon and is led by Naomi Villegas with the help of Jack Nielsen, a parent helper of Samoan and Māori descent (Ngāpuhi). This year, only our Years 4-8 students can join Kapa Haka, which means our Manu students are unable to do it at this time. All songs are carefully curated by Naomi Villegas and Jack Nielsen to ensure they honour God alone and honour people. 'Honour God, Honour people' is Kapa Haka's core value this year.

- Our Te Reo and tikanga Māori learning this term started with learning the Treaty of Waitangi, which includes looking at the three P's of the Treaty. These explained the reason and significance why we learn Te Reo and tikanga Māori in Aotearoa. More opportunities to learn new Christian songs in Te Reo will be done in Manu and school assemblies this year.

- 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 in pronouncing words in Te Reo Māori correctly. As a result, teachers will be better equipped to support students in doing the same.
- Whānau involvement in school activities is encouraged, where possible, such as the termly hui.
- Three students within the Manu Team identify as NZ Māori.

NEG 1
 The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
 This section could include:

- Achievement data graph summaries by year level
- Examples of comparative progress reports showing value added improvement (if applicable)
- Programmes that cater for diverse learning needs e.g., sport, electives, option choices

Children in the Manu area can participate in a number of programmes offered by the school and outside providers to cater to diverse learning:

- Chinese club after school run by a Chinese parent.
- Chess in Term 1 during lunchtime run by a specialist.
- Music lessons run by a music specialist.
- Students participate in different outside-of-the-classroom and extra-curricular learning activities - e.g. Term 1 (Māngere Mountain trip), Term 2 (Auckland Zoo trip), Term 3 (Arataki trip, School musical), Term 4 (Dance and Swimming).
- Year 3 students participate in the Whau Cluster sports led by Maliah Tato. Opportunities so far have included a T-ball competition, and in Week 11, our Year 3s will be part of the School Athletics with Years 4-8 students. Students in Years 0-2 will also have their school athletics run by the Years 0-2 teachers with some parent helpers.

NEG 2
 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
 This section could include:

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

- The school has 8 learning support teachers who work alongside students either in or out of class.
- Within the Manu team, the teacher aides are either allocated to work with specific children or are on a needs basis as determined by teachers. Assistance could be with Structured Literacy (Reading), Writing, and/or Maths. This is usually done 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 RTL, a speech and language therapist, and an occupational therapist.

NEG 3
 Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
 This section could include:

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

- Every term, school-wide planning looks into a Student Outcome, a Jireh value, a characteristic of God, a key competency, and an element of the Wellbeing framework.
- Vicki Morris prepares the Daily Discipleship unit plan for the school, which includes ways the above foci could be integrated into teachers' planning and teaching.
- Professional learning development (PLDs) are offered weekly to develop teachers' knowledge and capabilities. For instance, this year, all teachers would have attended PLDs on Structured Literacy and the Maths refreshed curriculum by an outside provider. Regular PLDs on the refreshed English curriculum and *Pr1me* are also offered by the school's Literacy and Kāhui Ako teams.
- 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 cyber safety

and digital fluency. The digital safety resources have been planned and shared by Sarah Thomson, the Digital lead teacher at school.

- The Years 2-3 children use iPads regularly as part of their classroom programme. There are 9 iPads per class. The Years 0-1 classroom will begin using iPads in Term 3.
- The cybersafety meeting is also compulsory for parents/caregivers to attend. This way, school and home have a shared understanding of what challenges our children face with technology, and how we can support our children in this.
- 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 are able to use an iPad at school.

NEG 4

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

This section could include:

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

- At the beginning of the year, parents completed a parent-student survey for teachers to get to know their child(ren) better. It also asked what skill sets and support our parents/caregivers could offer the class and/or the school.
- In Term 1, a successful parent meeting for all parents/caregivers of Manu children was held in-person after the whole-school cybersafety parent meeting in the church. This parent meeting shared information and expectations of our team around areas such as uniform, homework, routines, the Structured Literacy programme, and the new *Pr1me* programme.
- 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 also send a weekly class newsletter/home note, which includes the weekly memory verse, literacy and numeracy homework, and other information such as notices about upcoming events and trips.
- A school newsletter created by the Administration staff is sent weekly on a Wednesday, which includes a message from the Principal, a recap of things that happened in school, and other important notices.
- We have Parent-teacher interviews at the end of Term 1 and 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 are always welcomed through surveys and scheduled hui.

NEG 5

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

This section could include:

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

Writing

We are beginning to plan for Writing based on the new English Curriculum. The professional development we have had by *Writer's Toolbox* coaches over the past 3-years and the current PD from the Literacy team during staff meetings and team meetings are helping to grow teacher capability. 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 focused on sentence construction, handwriting and punctuation. As the year progresses, we will teach different sentence types and structures and to write for a range of purposes and audiences. After students have crafted their writing and received feedback, published writing will be displayed on the classroom wall.

Handwriting is a component of the new English curriculum and is something we are teaching explicitly and regularly at Jireh. All children in all Manu classes have 4-5 lessons per week to learn the correct letter formation and all our children know a song to help them remember the correct pencil grip. The *Casey Caterpillar* vocabulary is used to ensure consistency among classes and handwriting formation pages are sent home to parents in homework books the same vocabulary and formation can be reinforced at home.

By following the *LLLL* scope and sequence, with a few minor adjustments, we will be able to meet the teaching requirements of the spelling section of the curriculum. For example, it is clear in the new curriculum that the more common suffixes like -s, -ed and -ing are to be taught in Year 2, and less-common suffixes such as -er and -ly are to be taught in Year 3. As we explore the new curriculum, we will align our classroom teaching content and sequence with what is required for each year level.

Reading

We are now in our second year using *LLLL* as our Reading programme. There is a scope and sequence that we follow to ensure that all of the phonemes and most common graphemes are taught. When children in Kererū and Tuī learn new letter sounds, a sound box is used to introduce them to items that begin with that sound and develop their vocabulary. Two graphemes are being taught per week in Kererū so the pace is faster than it was in 2024 which was one a week. The children in the other 4 Manu classes were taught using *LLLL* last year, so the start of the year for all students began with reviewing previous learning and now new graphemes/phonemes are being taught. The new curriculum is very clear with what is expected at each year level, similar with that in Writing. As we explore and understand the new curriculum, we will be more aligned. The *LLARS (Little Learners Assessment of Reading Skills)* is tested in Terms 2 and 4. We are currently using assessment data from Term 4, 2024 to inform our teaching. Due to this being our second year, we can extend our students further than last year. For example, last year we taught that the 'er' sound can be written as ir, ur and er. This year, we can add on that (e.g., it can also be spelt with the grapheme 'ear', eg: learn, and also with the grapheme 'or' when it comes after a 'w' eg: worm, word.)

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*.

Here are the targets that we have set as part of the school's strategic plan:

Targets 2024:

By the end of the year, 80% of year 0 students will be achieving at or above Stage 2 (1B on reports)

By the end of the year, 80% of year 1 students will be achieving at or above Stage 6 (1P on reports)

By the end of the year, 80% of year 2 students will be achieving at or above Stage 7.1 (1A on reports)

By the end of the year, 80% of year 3 students will be achieving at or above Stage 7.3 (2B on reports)

Teacher Voice: In a survey at the end of 2023, Manu teachers were asked about the impact of *LLLL* resources and training on their own teaching of Reading.

Teacher 1: LLLL resources and training has greatly helped me in teaching Reading. Its scope & sequence alone gives me a clear vision on how I should teach the children and at what pace we should follow. I understand why we should begin with the letters and sounds it recommends, and I noticed that the children find it useful and practical too. Before it, I observed it took them a while to read words and sentences, but now they are quicker to decode what they read, and laso helping them gain confidence in sounding them out and even writing them down!

Teacher 2: As the children have learned the new spelling rules, we have read books that relate to these and previous decodables. I am teaching them pointing one to one and all the other skills they need to know to be a successful reader. The students know so much more about language and identifying flossy letters etc. Absolutely love teaching SL. It is so structured and easy to follow planning. I love it all so far. The activities are great and help consolidate the rules.

Teacher 3: Knowing the spelling rules has helped me explain it better to the kids. I've also been more organised since there's a scope and sequence to follow. Following the pattern of revise, teach, practice and apply has also made it easier for me to get through the lesson in a consistent way.

Mathematics

Every class now uses *PR1ME* as our Mathematics programme. In recent years, *PR1ME* has only been for students in Years 2 or 3 and above. With the new curriculum and free resourcing from the government, all children in Manu now have their own *PR1ME* Practice book. Every teacher has a Teacher's Guide to plan for the lessons. There are enough course books for one between two students. Every teacher also has their own *Maths Pro* log-in. This allows the teachers to access the books online. 70% of the new NZ Mathematics curriculum is covered in the *PR1ME* books and the other 30% of the curriculum is covered using *Maths Pro*. Sandra Lee Bautista and Maliah Tato, our Kāhui Ako teachers with a focus on Mathematics, are at the beginning stages of understanding this and will provide guidance as they understand more. Assessment in Mathematics is by way of *PR1ME* reviews and summative tests. Year 3 students have recently completed PAT testing.

All students are on the *Pr1me* book expected for their level, except for a small number of students who are on the book above. No student is working a book behind their level.

Here are the expectations:

Year 0-1: K Book. We have 7 students in Year 1 who are working above their year level and are using Book 1.

Year 2: Book 1. We have 3 students in Year 2 who are working above their year level and using Book 2.

Year 3: Book 2. We have 7 students in Year 3 who are working above their year level and are on Book 3. These 7 students used Book 2A and Book 2B last year.

Science

In Term 2, Manu students will be learning about animals. We will cover topics such as classification, habitats, camouflage, and life cycles. We will have a visit to the Auckland Zoo during the term. In Term 3, students will be learning about plants. They will learn about their features, how God designed plants to help us, and the importance of caring for creation.

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.

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 and Personalised Grouping

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. The refreshed English and Maths curricula also offer a scope and sequence, which are clear for teachers and students to follow and implement in class.

With the new curricula, 'everybody gets everything', while differentiated groups are still created to cater for students' differing paces, abilities and levels of support needed to achieve similar objectives.

Our Manu team also has a clear scope and sequence not just in Structured Literacy and *Pr1me*, but also with the resources we use (e.g., poems to use during the odd and even years), readers grouped according to year level expectations and stages of the Structured Literacy, milestone writing task assessments). In this way, we make sure that as students progress in Manu through the years, they will encounter fresh material that are at their expected year level's expectations.

All weekly planning also follow the format 'Review, Teach, Practise, Apply'. Manu team leaders have created a document which team members follow that also includes support materials and resources they could use as they plan. Planning checks are done regularly, and class observations are done at least once a term to make sure teachers' practice is of a good standard.

Progress Tracking

Teachers keep their 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 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, *Probe*, *E-Asttle*, PAT and OTJs.

NEG 7

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

- Examples of programmes catering for GATE.
 - Examples of programmes catering for students with specific learning needs.
- Children 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 51 out of 89 students from Tūi, Kākāpō, Pīwakawaka, and Kōtare classes who currently receive ESOL instruction once a week for 30 minutes to 1 hour.

NEG 9

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

This section could include:

- Actions and initiatives taken to identify and improve the progress and achievement of Māori learners.
 - How Te Reo Māori is incorporated as part of the teaching programme.
 - PD for staff.
- Te Reo 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 learn about the Treaty of Waitangi and the significance of learning Te Reo and tikanga Māori. Once this has been established, students learn to introduce themselves, ask and respond to questions asking personal information, write and learn their pepeha, and use and respond 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*.
 - This year, more Te Reo worship songs will be introduced and taught at school assemblies.

NEG 10

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

This section could include:

- Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g., Kapa Haka, signage, powhiri, Ka Hikitia.
 - Links with local Iwi and whānau.
 - Programmes that make Māori achieve as Māori.
- 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, Cultural Week).
 - School assemblies also include singing in Te Reo, and in different languages as we celebrate different language weeks.
 - In Week 10 of Term 1, we will have a week-long celebration of the different cultures we have at JCS. Students and teachers will have the opportunity to dress up in the culture's traditional clothing, and learn more about the different cultures we have at JCS. This has always been a mana-enhancing activity not just for our Māori and Pasifika students, but for all students, staff, and whānau who represent those cultures.

Annual School Report to the Board of Trustees



Year

2025

School

Jireh Christian School

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

Annual Summary- Ika LEARNING AREA

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

Introduction

Ika is a Year 4 - 6 syndicate, organised into five classes.

- Tāmure: A Year 4 class with 16 students, taught by Sarah Thomson.
- Pātiki: A Year 4 class with 22 students, taught by Linda Baird.
- Kahawai: A Year 5 & 6 class with 22 students, taught by Joseph Lee.
- Taraute: A Year 5 & 6 class with 24 students, taught by Tori Ballard.
- Morihana: A Year 5 & 6 class with 24 students, taught by Natasha Breese.

This year, we have welcomed two beginning teachers into the Ika team. So far, the classes, teaching staff, and the syndicate are functioning effectively. Our beginning teachers are acclimating to their roles, and although the first year of teaching is challenging, they are both doing really well. Linda and Sarah are demonstrating their strength and experience with our Year 4 cohort.

Requests

- Acknowledge the heavy workload teachers are experiencing this year due to recent government changes. Attempt to ease this burden by prioritising what truly needs to be done over non-essentials.
- Continue investing in PLD for teachers and teacher aides. This is going to be very important for an effective shift towards best teaching practices which align with the science of learning.
- Continue funding additional teacher aide time for classes that have high-level needs and do not meet funding requirements.

Opportunities: Teachers are regularly provided with professional learning and development sessions to enhance their skills in alignment with the refreshed English and Maths curricula. This initiative ensures that teachers are well-prepared to teach according to best practices, fosters a shared understanding, and maintains consistency across our school.

Strengths

Teaching Staff: We are fortunate to have dedicated teachers who integrate a Biblical worldview into learning, using their diverse strengths to inspire Ika students in their academic, spiritual, and physical growth. Our teachers collaborate with parents to help students reach their God-given potential. Each brings unique expertise: Mrs. Thomson in digital learning, Mrs. Ballard in English and planning, Mrs. Baird in music, drama, and dance, Mrs. Breese in inquiry, visual art, and literacy, and Mr. Lee in music and Maths. This diversity enriches our teaching environment and supports student development. Additionally, Mrs. Baird's leadership in establishing the Ika band enhances our worship during assemblies.

Student Leadership: Students build confidence, resilience, and leadership skills through activities that contribute to the school community, such as student-led discipleship, class presentations, and buddy classes. Participation in the Ika band, which leads weekly worship at assemblies, provides valuable experience. Year 6 students lead Ika assemblies, serve as role models, and take on classroom responsibilities. Buddy classes and sports outings further develop their leadership abilities. These experiences help students gain confidence and understand the importance of responsibility and teamwork.

Collaborative Planning: With Mrs. Breese's support, teachers collaborate to plan across the curriculum, creating rich learning experiences for Ika students. Our detailed and adaptable plans are continuously revised to reflect best practices. This year, we shifted towards the revised New Zealand Curriculum and Science of Learning pedagogies, requiring adaptation in teaching and planning. We aim for plans that can be refreshed each cycle. The team meets twice per term to discuss long-term planning, where teachers present their plans to foster understanding and mutual support.

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

Classroom Management: Maintaining order and organisation is a key strength in Ika, focusing on creating respectful and responsive classrooms. We prioritise character development in our teaching approach. Mrs. Breese and Miss Morris are dedicated to fostering these qualities and supporting Mrs. Ballard and Mr. Lee in enhancing classroom management skills. Research shows that reducing interruptions decreases cognitive load, benefiting learning. By prioritising a well-managed environment, we aim to enhance student engagement and outcomes.

Sports Events: Sporting events and opportunities are a significant strength for Year 4 - 6 students. We provide a platform for building teamwork, resilience, and school spirit. Students participate in sports days and sports competitions in a range of sports.

Engaging the Parent Community: Engaging with the parent community is a strength for Ika, enriching the learning experience and strengthening the school community. Parents play a vital role in supporting sports activities by coaching teams, assisting with events, or cheering from the sidelines. Additionally, they contribute to inquiry learning by providing resources, sharing their experiences, or offering their expertise.

Challenges

Student Lateness and Student Attendance: Addressing student lateness and absences, whether due to long family holidays or unexplained reasons, presents a significant challenge. Our 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: Understanding 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.

Supporting low-level achievers: Supporting low-level achievers who struggle with the curriculum is an ongoing challenge. These students need targeted interventions and personalised strategies to progress. Identifying gaps and providing timely support is crucial. Teachers require time and support to differentiate instruction, and collaboration with parents is essential to reinforce learning outside school.

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.

New Student Enrolments: New students at Jireh often arrive below curricular, behavioural, and social expectations. This requires significant teacher time and resources to help them catch up academically, address individual needs, and focus on character development. Our targeted intervention support is already stretched, making it difficult to assist each student effectively while maintaining education quality for all.

Social Dynamics: Ongoing and persistent relationship breakdowns that 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

Attendance: Students with a history of regular absenteeism.

Family and Socioeconomic Factors: Family instability and financial difficulties.

Increase in Tier 3 intervention needs: While teachers have upskilled and are implementing evidence-based strategies in the classroom, a clearer school-wide intervention plan is necessary to better address diverse student needs and improve educational outcomes for all. Continued investment in understanding effective intervention strategies is essential.

A long-term strategy for supporting students from Manu to Tiwai who have high-level intervention needs is our next step. Relying solely on classroom teachers and government funding is unsustainable. Without an adequate strategy, many students requiring external Tier 3 intervention do not get the support they need which places undue strain on classroom teachers and affects the quality of learning for all students.

Curriculum Overload: This year brings increased challenges for both teachers and students with the revised curriculum demands. The added requirements can make it difficult to find enough time, leading to feelings of overwhelm for teachers and students. The 2025 curriculum rollout presents particular challenges, involving significant shifts and changes. As teachers adapt to new curriculum requirements and pedagogy, there is added pressure to understand and implement new content and strategies.

Learning Needs: Undiagnosed or unsupported learning and behavioural needs can impede a student's learning and challenge a teacher's ability to effectively teach without disrupting the broader classroom. Timely intervention is essential.

Special Character

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

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: 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 Maori.
- Proposed or actual 'Raising Achievement Plan' (RAP) that targets Maori achievement & progress (i.e., Inquiry or Ka Hikitia).
- Professional Development to assist staff in implementing the RAP.
- How conditions have been modified to ensure student progress and achievement for Maori achieving as Maori.

Accelerating Student Achievement: Maori

Kapa Haka: Kapa haka sessions are held weekly on Friday afternoons, led by Naomi Villegas with assistance from Jack Nielsen, a parent helper (Ngāpuhi). All songs are carefully selected by Naomi and Jack to align with this year's core value: 'Honour God, Honour People.

Term 1 Inquiry Unit: The Early Māori Life Unit concentrated on Te Ao Māori, encompassing the life and traditions of the early Māori. Key areas of focus included the marae as the heart of Māori community, Ngā Whare Tupuna, which are traditional Māori homes and living, and Toi Māori, an exploration of traditional Māori arts and crafts. As part of this unit, we visited Corban's Estate where students participated in a workshop. Here, they learned to design and create kinetic artwork inspired by traditional Māori designs and their pepehas.

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 weekly 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 year.

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

NEG 1

The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.

This section could include:

- Achievement data graph summaries by year level
- Examples of comparative progress reports showing value added improvement (if applicable)
- Programmes that cater for diverse learning needs e.g., sport, electives, option choices

Chess Power: Every Tuesday, our students participate in Chess Power, run by a specialist, enhancing their strategic thinking and problem-solving skills.

Music Lessons: Music lessons are provided by external agencies, allowing students to explore their musical talents and creativity.

Sports Programmes: Specialist coaches conduct swimming and gymnastics. Ika students also participate in ACS and Whau cluster sports tournaments throughout the year.

Collaborative Learning: Ika students engage in shared learning experiences in fitness, sports, makerspace, and music, working with peers and different teachers. This approach utilises teachers' expertise and enriches the learning environment.

Makerspace: The re-introduction of the Makerspace offers students hands-on activities, collaboration, and critical thinking opportunities.

Excursions/Incursions: Students participate in excursions and incursions, such as school trips to the Zoo, Corban's Estate, and Arataki, providing experiential learning beyond the classroom.

NEG 2

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

This section could include:

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

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

Teacher Aides: Teacher aides facilitate small groups ranging reading comprehension to math strategies. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and done in withdrawal groups. Significant PLD for our teacher aides has been invested in 2025.

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

External support: Outside agencies are referred to when necessary.

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

NEG 3

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

This section could include:

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

JCS Outcomes: Jireh outcomes have been established, and teachers are working towards a shared understanding with students.

School-wide Planning: School-wide planning focuses on one outcome per term (e.g., Term 3 = Contributing).

BYOD: BYOD policy is in place for Years 4 to 8, requiring students to complete a Digital Citizenship programme before bringing a device to school. Students bring Chromebooks and use Hapara as their online platform. Hapara allows teachers to monitor students' screens throughout the school day, promoting safer and more accountable use of technology.

Ika students follow a digital technology curriculum:

- Year 6 students use Spheros to solve problems.
- Year 5 students use Micro Bits.
- Year 4 students use Osmo, Coding Awbies.
- Makerspace will include 3D design and printing in 2025.

Inquiry: Inquiry studies now follow a knowledge-based approach, focusing on building a strong foundation of understanding and facts. This approach aims to equip students with essential knowledge, fostering a deeper comprehension and application of learned concepts.

NEG 4

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

This section could include:

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

Communication: At the start of each term, the Ika learning area sends a term overview to parents, outlining class programmes for curriculum areas to help parents support and extend their child's learning at home. Class Dojo allows parents to see what students are learning and provides a platform for feedback and comments to teachers. Students can also comment and give feedback on this app.

Parent Meetings: Parent meetings are held in Term 1 and Term 3.

Newsletters: Teachers send a weekly class newsletter to parents through Class Dojo, which may include learning tips, notices about upcoming events, and homework expectations. A school newsletter is sent to families fortnightly, sharing information and including a message from the principal.

Reports: Formal written reports are sent home in Terms 2 and 4.

Feedback: Parent feedback is encouraged via emails, comments in communication books, and books sent home for shared learning.

NEG 5

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

This section could include:

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

Literacy refresh: PLD for every teacher in our syndicate. New pedagogy is currently being implemented with the support of Mrs. Breese and the literacy team.

Digital Technology/Technology: Focus on teaching students digital fluency skills and technology skills, led by Mrs. Thomson and Mr. Woodcock for Ika.

BYOD Programme: Available for Year 4-8 students to support classroom teaching and learning, with students using their devices to enhance their learning experience.

Specialised Teacher Abilities: Teachers share skills to support students in sports, arts, and technology, offering opportunities such as:
Music: Full music rotation for Ika students, led by Mrs. Baird and Mr. Lee.
Sports: Participation in tournaments, swimming, and gymnastics.
Excursions/Incursions: Visits to Corban's Estate, the Zoo, and Arataki.
Community Events: Parent association-run events, including Talanoa, Korero, and other parent events throughout the year.

NEG 6
Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
This section could include:

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

Planning: Teachers use a set template for planning. This is the main planning template which teachers use to plan curriculum. We plan in two teams, year 5-6 and year 4, with Mrs. Breese overseeing all. This has been effective, where teachers are working collaboratively and sharing different ideas. This only provides rich learning for Ika students. Teachers add specific lessons to planning.

ETAP: The teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing, and Mathematics. They also use assessment to inform their teaching and planning. Teachers record and track students' academic progress on eTap. They will update this every time they assess their students. Teachers also have assessment charts for tracking students' progress, like memorising memory verses, inquiry assessment results, the arts assessment, sport assessment, etc...

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.

Classroom Differentiation: Teachers are committed to differentiating learning tasks to meet the diverse needs of both high-achieving and lower-level learners. This differentiation includes modifying tasks, providing tailored support, and adjusting specifications such as the time allocated to complete tasks, ensuring all students have the opportunity to succeed.

Homework and Inquiry Projects: Extension opportunities are provided through homework and inquiry projects completed at home, allowing students to explore topics in greater depth.

Specialised Programmes: Some students participate in specialised programmes such as MindPlus, which offers enriched learning experiences. Additionally, students may be accelerated through the school; for example, we have had Year 6 students move to Tiwai for advanced mathematics.

NEG 9
Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
This section could include:

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

Te Reo Māori unit planning: This is aligned with the Te Reo Māori Curriculum Guidelines - Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki, with Achievement Objectives derived from this document. Lesson plans on Te Kete Ipurangi (TKI) provide links to resources and activities.

Weekly Te Reo Lessons: Students engage in 30-minute weekly lessons from online sources and a growing collection of resources, focusing on correct pronunciation and protocol.

Whānau Kōrero Group: This group meets once a term to discuss and advise on enhancing bi-cultural responsiveness.

Professional Development: Teachers participate in regular Te Reo PLD through Education Perfect.

School Programme: Te Reo worship songs are introduced at assemblies.

Kapa Haka: Some students participate in Kapa Haka once a week.

Mihi: Students learned to say their mihi and studied Te Tiriti o Waitangi at various levels.

NEG 10

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

This section could include:

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

Mihi Whakatau: At the start of each term, we conduct a Mihi Whakatau to welcome new students, families, and staff. The school Kapa Haka group will perform, providing a warm and culturally rich welcome.

Te Reo Māori Professional Learning and Development: Our teachers are enrolled in a Te Reo Māori course through Education Perfect. This PLD focuses on pronunciation, interactive quizzes, and games to reinforce learning, enhancing our commitment to Te Reo Māori.

Cultural Identity in Classrooms: Teachers are encouraged to know their learners and display each child's cultural identity in the classroom. Students' work and cultural identities are showcased, and students are invited to share their culture with the class and the wider school community.

Whānau Involvement: Parents and whānau are invited to participate and share their expertise, such as leading Kapa Haka for Years 4-8 or contributing to Cultural Week activities.

School Assemblies: Assemblies will continue to include singing in Te Reo and other languages, celebrating different language weeks, and promoting cultural inclusivity.

Cultural Celebration Week: In Week 10 of Term 1, we hosted a week-long celebration of the diverse cultures at JCS. Students and teachers dressed in traditional clothing and engaged in activities to learn about the various cultures represented at our school. This initiative aims to enhance mana for all students, staff, and whānau.

Annual School Report to the JCS Board



Year

2025

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 Tīwai Learning Area is comprised of three classes, with a total of 73 students. All classes are composite Year 7 & 8 classes. The gender mix in Tīwai is fairly evenly split, with 48% girls and 52% boys. The students are a diverse, multicultural group: students of Asian ethnicities make up 54.7% of the cohort (16.4% Indian, 12.3% Chinese, 11% Filipino, 8.2% South East Asian/Other Asian, 4.1% Korean, and 2.7% Japanese). Other ethnicities include: European (16.4%), Pasifika (13.7%), African Origins (6.9%), NZ Māori (4.1%), Latin American/Hispanic (2.7%), and Middle Eastern (1.4%). Nīkau class has 26 students, Kōtukutuku class has 26 students, and Rātā class has 21 students.

Staffing

The Tīwai Learning Area is staffed by teachers who bring experience, enthusiasm, and a wide variety of strengths to the team. Mrs Mackie and Miss Tato co-lead the Tīwai Learning Area. Miss Tato, the teacher for Kōtukutuku class, is experienced in teaching students from years 0-6, and has joined Tīwai this year as a Year 7 & 8 teacher and co-leader of the Tīwai Learning Area. Mrs Mackie, the teacher for Nīkau class, is experienced in teaching students from Years 5 to 10, has been leading Tīwai since 2021, and is co-leader of the Tīwai Learning Area. Due to Mrs Williams sustaining a significant injury, Rātā class had relief teachers for Term 1; Mr Mac stepped in as teacher for Rātā class part way through Term 2. In addition to our classroom teachers, Tīwai enjoys the expertise of Mr McDonough, who teaches Technology, as well as Mrs Scott and Mr Woodcock are our CRT teachers.

Pastoral Care

The keystone of pastoral care is the teacher-student relationship. Tīwai teachers seek to develop supportive relationships with their students. High behavioural expectations and firm boundaries are pivotal for the smooth operation of classrooms. Measures to support students grappling with emotional hurt, anxiety issues, or other social challenges, include: intentional fostering of relationships; awareness of causal factors of behaviour, coupled with appropriate, compassionate responses; on-site counselling by trained counsellors; ongoing contact with home; a Seasons for Growth support group.

Character

Tīwai teachers seek to develop a kind, respectful, and cooperative atmosphere within their classrooms. Classroom culture is built around our six Tīwai character traits of Integrity, Respect, Responsibility, Relationship, Resilience, and Servanthood. These character traits form the foundation of our classroom culture and our relationships one to another.

Special Learning Needs

55% of Tīwai students have English as their second language.

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; translation devices

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.

Some students have designated Teacher Aid support.

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, and IEPs.

Strengths

Teaching Team

The teaching team has a lot of cumulative knowledge and experience. In addition to being a strong, generalist classroom teacher, Miss Tato has particular strengths in Mathematics, Physical Education, and student leadership; Miss Tato leads Year 0-8 Mathematics, and Physical Education, across the school. In addition to being a strong, generalist classroom teacher, Mrs Mackie has strengths in Mathematics, Literacy, Science, and curriculum development; she has previously taught Year 9/10 Mathematics, leads the JCS Literacy Team, leads the Year 7 & 8 Science programme, and has a special interest in Art. The team is undertaking a significant amount of ongoing professional learning development to equip Tiwai teachers in the implementation of new national curricula and in the implementation of explicit whole class teaching strategies. Teaching strengths are utilised across the team and teaching content is planned co-operatively.

McDonough, our Hard Materials teacher, teaches wood, metals, and electronics. He is an experienced technology teacher who has taught this subject to Year 10 level. Mrs Scott, one of our CRT teachers, comes to us with a wealth of enthusiasm and experience in teaching at the Year 7 & 8 level; she also provides Tiwai with specialist teaching in Food Technology. Mr Woodcock, another of our CRT teachers, brings expertise in Technology, and Biblical Studies.

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 and concept building, and critical thinking; response to Inquiry ranges from written and oral presentations to practical projects.

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, energy flow, the effects of increasing/decreasing populations, and the effects of introduced species

Inquiry topics covered in 'even' calendar years (such as 2026) 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
- **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 understanding in other areas of learning.

Mathematics

This year, with the implementation of the new Year 0-8 Mathematics Curriculum, and the government recognition of PR1ME as a core mathematics learning programme, Tiwai has implemented PR1ME 5 and 6 (which aligns with the Year 7 & 8 curriculum) as the basis for the intermediate mathematics programme. Many of our Year 8 students, who have already completed the PR1ME 5 & 6 programme work on the Nulake 9 Workbook (pitched well to cover Phase 3+) with some of them extending confidently onto learning tasks at a Year 9 level, or higher. 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, explicit teaching lessons, and units of work – this gives students increased independence, increased accessibility to resources and content, built in access to extension learning for more able students, and easy access to resources for study. *Education Perfect* is an interactive online platform used to deliver learning in Science and Te Reo. *Maths Buddy*, *Mathletics* and *Maths Pro* are interactive online platforms 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:

- *Tree Adventures*, for personal challenge and confidence building
- Learning based trips eg: Maritime Museum
- 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 (even years)
- Camp will be at *Mangawhai Heads Holiday Park*, in 2025 • Sports Camp at *Totora Springs*

Challenges

Specialist Teaching

Generalist classroom teachers do not have the expertise necessary to teach all specialist subjects at the Year 7 & 8 level. Although Tiwai programme manage well in this respect, covering science, art, technology and physical education, **access to a specialist teacher for Music is still needed** in the Tiwai learning area.

With the growth in the number of Tiwai classes, we now have more teachers using the Lab. **We are now in the situation of needing to source an external expert to train** and upskill Tiwai teachers in the safe use of the Science Lab, laboratory equipment, and chemicals.

Attendance

We have seen some improvement in attendance with school initiatives. Overall, for the year, Tiwai classes do not presently have students in the chronically absent percentage of 70% attendance or below, although we do have one student at only 79% attendance. However, because some students do fall into the 70% or below attendance category on a term-by-term basis, chronic absence continues to be something to focus on. It is important to note that the practice of families taking students out of school for significant periods of time (sometimes for as much as six weeks in a term) for holiday purposes, contributes to chronic absence data, and is of ongoing concern; addressing this issue will positively impact our attendance data.

Staffing

Due to circumstances beyond our control, this year has been challenging in terms of staffing changes in Rātā class. There have been some negative impacts on the learning of Rātā students. It is not always easy to source staff for our intermediate area.

Rapid Curriculum Change

Teaching in NZ is going through an unprecedented level of change, both in curriculum content and in teaching pedagogy. Although we welcome these changes, this is creating a significant increase in teacher workload.

Programme Costs

The increased costs related to the necessity of offering a competitive intermediate programme are challenging. What we offer is being impacted by rising costs, due to both travel costs and increasing numbers in the student cohort. We do not wish to end up in a position where we need to cull learning programmes, initiatives, or experiences, due to prohibitive costs.

Opportunities and Initiatives

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 the past two years, Jireh has placed third behind two big schools with rolls that are 5 times bigger than our Year 7 and 8 cohort, who compete under the JCS banner. The Jireh Sports Camp Team is very ably coached and led by Miss Tato.

The school's dedicated student athletes, identified for their strengths in various sports, have proudly represented Jireh Christian School (JCS) at the annual ACS interschool sports events. These students were also provided with the opportunity to participate in a week-long Sports Camp at Totara Springs, where they competed against teams from other intermediate schools. Our JCS Sports Camp Team, under the expert guidance and significant time investment of Miss Tato, has demonstrated consistent effort and growing success. Securing a third place overall, when competing directly against schools whose Year 7 and 8 enrolments are approximately five times larger than ours, is commendable. This demonstrates student dedication within a challenging competitive context. This year marked a significant milestone for the JCS team. We achieved victory in both the Cheerleading competition and, most notably, were awarded the highly coveted Sportsmanship Cup. Winning the Sportsmanship Cup is a tremendous achievement that reflects the exemplary character, respect, and fair play exhibited by our students throughout the intense week of competition. This recognition stands as a testament to the positive values instilled in our young athletes and is a source of great pride for the school.

Art Intensive: Relief Printing

As part of the Art Intensive, held during Sports Camp week, Mrs Mackie introduced students to a new art process - relief printing. Students learned the skills of Found Object printing and Linocut printing. The lino cut process was managed safely and well, with very encouraging results. In 2026 we plan to build on this, with a full art unit planned around printing processes including found object, linocut, card blocks, and monoprinting. This is an exciting new addition to our art programme.

Leadership & Service Opportunities

Tiwai students have multiple opportunities to lead and serve.

- **House Leadership Roles:** 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 other students have leadership roles as Sports Captains (one per house). Sports captains have responsibilities in coaching younger teams and going with these teams to interschool competitions.
- **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, 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.
- **Tula'i - Inspiring Growth for Pasifika - The Malie Project:** Pasifika students will have the opportunity to grow leadership skill with an outside agency in Term 2 of 2026
- Miss Tato is investigating ways to provide targeted leadership development for student leaders.
- **Overseas Mission Trip:** In 2026, students will have the opportunity to be part of a Mission Trip to Samoa, during the September school holidays, following the successful inaugural Year 7 & 8 mission trip of 2024.

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.
- **Digital Technology -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. Students learn about bits and bytes as the fundamental building blocks of code.

Digital technology - Digital Design and Development: Students work to briefs, using *Tinkercad* to design 3-D objects; designs are then 3-D printed.

Digital Fluency: Tiwai students create content and access learning using digital tools such as Google Docs, Google Slides, *Canva*, and *Tinkercad*. They work with digital learning platforms such as *Education Perfect*, *Maths Buddy*, *Maths Pro*, and *Mathletics*. With the inclusion of keyboard skills in the new English curriculum, we have introduced a touch-typing programme.

Threats

Continued Existence of Year 7 & 8

Due to increased pressure on enrolment numbers, it is becoming more difficult for JCS families to secure places for their children in local special character high schools. We are seeing a new trend of some families choosing to not continue their children's education at JCS at the end of year 6 (and even earlier), but instead move to alternative Christian education providers.

Increased Tier 2 and 3 Learning Needs

The cohort of students most effected by the years of the Covid 19 Lockdowns, is making its way to the Year 7 & 8 area. The next two years will see a significant need for Tier 2 and Tier 3 learning support in the Tiwai area. This will require systematic specialist Tier 2 and 3 Literacy teaching in order to offer these students a pathway for moving toward meeting year level expectations.

Student Numbers in Hazardous Learning Environments

With student numbers in Tiwai forecast to be smaller next year, numbers in the Lab and Maker Space may be more manageable, with Technology learning no longer needing to be modified. However, the size of the Kitchen will mean that in order to carry out Food Technology safely, in Term 3 we will need to repeat the successful four-way rotation programme that we implemented this year. If this is not possible, an alternative technology subject, such as Soft Materials, could be offered.

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; students are encouraged to bring prayer requests and 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. 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 during whole school Assemblies.

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, talent, looks, or personality. Students have many and varied opportunities to outwork their faith in practical ways, such as: when interacting with peers, teachers, and other adults; when serving in leadership and other areas of other responsibility; in special initiatives such as our biannual Water-for-Developing-Countries fundraising project and the mission trip.

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 Tīwai, 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 Tīwai 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 Tīwai we have three students who identify as New Zealand Māori. Two of these students are achieving comfortably at Year level expectations, in Literacy and Numeracy. The third is achieving above Year level expectations in Literacy and at Year level expectations in Numeracy. In Reading and Writing, percentages of Māori students working “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 similar to the cohort generally.

- 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 Tīwai is based on the New Zealand Te Reo Māori Curriculum. The Māori Course on *Education Perfect* forms the basis of our Te Reo learning programme.
- 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 Tīwai 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 Tīwai 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** deliberately built into units of work, to engage and stretch more able learners
- **Subject acceleration in Mathematics**, for students gifted in Mathematics
- **STEAM Week/Art Intensive 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 **RTL** and Tiwai teachers regarding the learning needs of specific, identified students.

- **SUPPORT:** The ESOL Department supports Tiwai students with high ELL needs, with targeted teaching and support
- **SUPPORT:** Teacher Aide time (where available) is used to support learning in core learning areas for students needing one-on-one support.
- **PLANNING:** Acquisition of vocabulary is intentionally planned for and integrated into all subject areas
- **PLANNING:** The ESOL principles are included as an integral part of planning documents
- **STRATEGY:** Vocabulary and background knowledge are frontloaded prior to the introduction of new reading texts
- **STRATEGY:** The creation of orals texts preceding the creation of written texts
- **STRATEGY:** Differentiation of learning materials and learning tasks is built into classroom learning.
- **STRATEGIES:** Choral reading, paired reading, and audio texts are used to support students with literacy challenges, to enable full participation in the classroom programme.

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

This section could include:

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

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

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

- **Digital platforms and tools** are utilised, with students in roles of both digital consumer and digital producer. Students are adept at using Google Classroom and Google Sites to access curated texts, resources, 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.
- **Interactive online learning programmes**, through which students access personalised online learning tasks, include the use of *Education Perfect*, *MathsBuddy*, *Mathletics*, and *Maths Pro*. Digital programmes and tools are an integral part of the everyday learning programme.
- In the **Digital Technologies curriculum** students work towards Progress Outcomes in *Designing and Developing Digital Outcomes* and *Computational Thinking for Digital Technologies*. In *Designing and Developing Digital Outcomes*, students work to a brief using Tinkercad (3-D design software) and 3-D printers to design and create 3-D objects. In *Computational Thinking for Digital Technologies*, students code Sphero robots to carry out specified tasks.

- **Communications between home and school** are almost exclusively digital; parents are communicated with via email. Teachers have differing approaches for communicating about weekly homework, assignments, and notices; some classes email a weekly homework sheet to parents, while other classes post homework and notices to a private classroom Google Site.
- **S.T.E.M. subjects** such as Mathematics, Science, and Technology are taught soundly. The Tiwai Science programme adds added depth to learning, by intentionally supporting a developing understanding of sciencebased concepts, which can be transferred to enable deepened understanding across many diverse topics and fields. Science is a significant part of the 21st century focus on S.T.E.M. learning. Other **21st Century skills** of critical thinking, self-management and problem solving are integrated across all learning areas.

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

This section could include:

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

At the beginning of each term, a letter goes home to all Tiwai parents, outlining the 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 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 numeracy 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

Knowledge and skills are developed through:

- Teaching practices that are increasingly drawn from strategies and approaches in The Writing Revolution 2.0 programme, which strongly aligns to the new English curriculum
- Concrete materials such as the Sentence Train, and similar representations are used to scaffold understanding of sentence construction
- Explicit teaching in sentence construction, development of written ideas, and use of paragraph and text frameworks to structure and organise writing
- Exemplars, specific to text types and specific skills, used as models
- Explicit Teaching strategies such as modelling, think-alouds, and gradual release of responsibility (“I do, we do, you do”), and written tasks being preceded by oral tasks
- Graphic organisers, including the SPO (single paragraph outline) and MPO (multi-paragraph outline), which are used for the planning and organising of ideas

Reading

Oral reading fluency and comprehension are developed through:

- Explicit teaching of vocabulary and background knowledge
- Explicit teaching strategies including choral reading, paired reading, and close reading
- Engagement strategies such as turn and talk, use of mini whiteboards
- Novel studies and short stories with explicit teaching related to elements of story (setting, plot, characters, conflict, theme)
- Exploring the use of, and effects of, figurative language
- Information reading that develops research skills, synthesis of multiple texts, identification of main ideas and subsidiary details, note-taking, and summarising
- Mini Knowledge Units the incorporate both literacy skill learning and knowledge building
- Critical thinking about texts read; use of pause questions, turn & talk protocols, and accountable discussion to interrogate texts and deepen comprehension
- Access to high quality personal reading choices. Classroom libraries are being strategically developed to provide students with access to a wide selection of appropriate, high-quality texts with thought provoking themes. Encouragement to read from different genres helps broaden students' personal reading selections.

Mathematics

The mathematics programme has changed to align with the new Year 0-8 Mathematics curriculum

- Mathematics at NZC Phase 3 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.
- The Year 7/8 programme is based on PR1ME Books 5 and 6, which align with Phase 3 mathematics. Classes also have access to online learning platforms such as *Mathletics* and *Maths Pro*.
- Students who have already completed PR1ME 5 and 6 work on a learning programme based around *Nulake 9*. This class has access to an online learning programme called *Maths Buddy*. Additional extension is offered for higher achieving students resourced by additional texts at the Year 9 and 10 levels.
- Concrete materials and representations are an integral part of the teaching process, so that concepts can be visualised, manipulated, and understood in real terms.
- Flexible grouping is used to accommodate differentiated learning for students needing extra support and for those needing extension. Small group teaching and splinter grouping is also utilised.
- Otago University Problem Challenge: This is a series of five problem solving tests set by the University of Otago; students gain certificates for meritorious results. Students scoring especially high are invited to enter the Problem-Solving Competition, at the end of the year; we generally have two or three students who enter this competition.

Science

The Science programme includes knowledge and concept building, along with practical labs in the school Science Lab. Students learn how to use proper lab equipment and apparatus, and they develop their laboratory skills.

- The Science Learning Programme runs on a two-year cycle
- The programme currently covers the Science strands of *The Living World*, *The Material World*, *Planet Earth and Beyond*, and *The Physical World*
- Learning is focussed on the development of conceptual understandings, carrying out investigations, building practical lab skills, and learning to use specialised equipment such as Bunsen Burners, microscopes, retort stands etc.
- Students enjoy meaningful hands-on learning experiences. Understanding is also supported using digital simulations (eg: building models of molecules from atoms, simulating electrical circuits in series and parallel)
- The NZ published SciPad Book 1, a science workbook, is used alongside the Year 7 & 8 science programme.

Technology Programme

Students engage with different areas of Technology each term.

- **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. Projects differ on alternate years.
- **Food Technology:** This programme focusses on kitchen hygiene and safety, food preparation, skill with kitchen tools, baking, and cooking.
- **Digital Technology - Designing and Developing Digital Outcomes** (even years): Students use Tinkercad to create 3-D designs that satisfy the requirements of a given brief. These designs are then created on the 3-D Printer.
- **Digital Technology - Computational Thinking for Digital Technologies** (odd years): Students use block coding to programme Sphero robots. Capable students can 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. Students develop understanding of data storage in terms of binary digits – bits and bytes.

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 trains 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 in core subjects are aligned with the sequence statements of the new Maths and (draft)English curriculums. Although the Year 7-13 English curriculum has been in draft form, we have been working from this draft curriculum in preparation for the upcoming move to the very recently published 0-8 English curriculum, in 2026.

Learning intentions are used to inform the planning of programmes of teaching and learning.

- Learning objectives (informed by curriculum Sequence Statements) are formulated as WALT (we are learning to . . .) statements and form a pivotal part of all unit plans.
- Learning tasks are aligned with these WALTs.
- Student progress is assessed against Sequence Statements for purposes of formative and summative assessment; this helps to inform student OTJs.
- Sequence statements are used in formal reporting to inform parents of both what students can do and of their anticipated next steps in learning.
- Overarching WALTs are shared with students at the beginning of units of work, so that students are clear about the direction of the learning. Lesson specific WALTs are communicated at the beginning of lessons, so that students understand the learning expectations of the task.

Tracking Student Progress

Formative Assessment

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

- Methods of formative assessment include: pre-tests, learning conversations with students, teacher observation, classroom performance, quizzes, marking of work, and milestone tasks (literacy).
- DIBELS assessments (ORF and MAZE) have been introduced this year as a diagnostic tool for reading fluency and comprehension; the DIBELS assessments are a tool for identifying at risk readers in need of further diagnostic testing.
- Continual feedback is elicited during explicit teaching using mini whiteboards, "warm" calling, think-pair-share, and directed peer discussion.

Summative Assessment

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.

- PAT testing is now carried twice yearly, in March and October – these tests cover literacy, maths, and science.
- PAT Writing is a new assessment – this is expected to take the place of e-asTTle Writing.
- The PROBE reading tests are now used for additional reading comprehension assessment, in the Option 3 format.
- Other summative testing includes PR1ME reviews, LOMAS Maths, and Schonell Spelling • Teacher made tests/assessments in Maths and Science align closely to WALT statements.

Individualised Programmes

Several students have IEPs in place. These are constructed with input from the SENCo, classroom teacher, and parents. Teacher Aids are also included where appropriate.

Classroom learning activities are differentiated to meet the needs of students who need additional learning support, as well as those who need extending. Grouping is used in multiple formats to support individual needs, including needs-based grouping, mixed ability grouping, splinter grouping, and flexible grouping.

- Needs-Based Grouping is used for 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 occurs following whole class teaching, as individuals and groups gain understanding and ‘splinter’ off to work independently. 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 can be offered to students gifted in Mathematics

In Reading, GATE students are offered:

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

In Writing, GATE students can be:

- Stretched with higher expectations in terms of complexity of ideas, complexity of sentence construction, and more sophisticated punctuation
- Writing longer texts with more complex text structures
- Working on WALTs from a higher curriculum level
- Engaging in targeted small group workshops, learning higher level skills and concepts

In Inquiry, GATE students can be:

- Offered related extension tasks
- Delving into more complex, related issues
- Researching deeper and more complex investigative questions posed in independent Inquiry assignments
- Engaging with, and synthesising, a larger number of research texts

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 is part of the regular weekly learning programme

- Achievement Objectives of the NZ Te Reo Curriculum, Level 1 & 2 are being taught – examples being pronunciation of vowels and consonant blends, greetings, simple instructional phrases and affirmations, days, months, and simple sentences.
- All students have access to an online Te Reo language learning programme, via *Education Perfect*.
- Te Reo vocabulary is displayed in classrooms.
- Students prepare and present their mihi to the class.
- Students sing waiata during worship times, in assembly, and in Music.
- All staff are participating in online Te Reo and Te Ao Māori PLD, via *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, powhiri, Ka Hikitia.
- Links with local Iwi and whanau.
- Programmes that make Māori achieve as Māori.

Learning programmes include content that supports an understanding of the bicultural heritage of NZ. Examples of this would include such things as:

- Learning about Matariki
- Inclusion of Māori histories integrated into Inquiry learning (eg: early Māori migration to NZ; NZ Wars; *(People on the Move Unit)*; Te Tiriti o Waitangi *(Government Unit)*; 28th Māori Battalion *(WW2 Unit)*; History of Te Whau *(Water Unit)*
- Elements of traditional Māori knowledge and worldview are built into the SciPAD workbook. 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
- Open-ended investigative question choices for independent Inquiry assignment work with a Māori focus, related to the topic under investigation eg: Māori perspectives on WW1 and WW2; researching your whakapapa *(People on the Move Unit)*
- Place names and other Te Reo vocabulary being pronounced correctly
- Te Reo words and phrases displayed in the classroom

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). The Kapa Haka group perform at school events and at the Mihi Whakatau held in the first week of each term.

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

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



CURRICULUM LEVEL

ASSESSMENT DATA 2025

Achievement Against Year Levels – Reading – Term 4 2025

Whole School

	Year 6 - At	Year 6 - Working Towards	Year 6 - At	Year 6 - Working Towards	Year 7 - At	Year 7 - Working Towards	Year 7 - At	Year 7 - Working Towards	Year 8 - At	Year 8 - Working Towards	Year 8 - At	Year 8 - Working Towards	Year 9 - At	Year 9 - Working Towards	Year 9 - At	Year 9 - Working Towards	Year 10 - At	Year 10 - Working Towards	Year 10 - At	Year 10 - Working Towards	Total	Total	Total Working Towards	Total Achieved	Total Pupil				
Y1																					10%	53%	37%	0%	37%	53%	10%	11%	
Y2																					70%	13%	7%	10%	17%	13%	70%	0%	11%
Y3																					10%	64%	12%	5%	14%	12%	64%	10%	15%
Y4																					22%	49%	14%	5%	8%	14%	49%	22%	13%
Y5																					2%	2%	40%	21%	9%	9%	40%	5%	15%
Y6																					7%	48%	24%	3%	3%	7%	48%	7%	10%
Y7																					14%	41%	22%	14%	3%	14%	41%	14%	13%
Y8																					3%	26%	44%	6%	6%	6%	44%	21%	12%
Y9																					0%	3%	5%	2%	6%	4%	7%	4%	6%
Y10																					7%	4%	6%	4%	6%	7%	4%	6%	7%
Y11																					4%	6%	7%	8%	5%	11%	4%	8%	8%
Y12																					5%	10%	5%	6%	5%	10%	5%	10%	10%
Total pupils																					19%	18%	51%	12%	19%	18%	51%	12%	202

Key: Student achievement levels: Red = below year level Yellow = working towards level blue = at year level green above year level

Achievement against Year Levels- Reading:

2025: Term 4 - 282 students from Years 1-8 are included in this data. Achievement results are measured against year levels are: 19% below, 18% working towards, 51% achieved, 12% above.

149 male - Achievement results are measured against year levels are: 20% below, 21% working towards, 45% achieved, 13% above.

133 female - Achievement results are measured against year levels are: 18% below, 14% working towards, 57% achieved, 11% above.

2025: Term 4 - 9 Māori - Achievement results are measured against year levels are: 11% below, 0% working towards, 77% achieved, 11% above.

40 Pacifica - Achievement results are measured against year levels are: 33% below, 25% working towards, 37% achieved, 5% above.

Summary: This is the first data measured against the expectations of the new curriculum. Students are measured against year levels. Teachers have arrived at this data through a triangulation of measurements including tests, sample work and classroom observations. Māori students are achieving better when compared to the school as a whole less in the below range. There are slightly less students in the above range but a greater number who have achieved their year levels. Pacifica students are achieving less well when compared with the school as a whole, with a greater number achieving below their expected curriculum level and less in the achieved and above levels. There are slightly more male than female students and they are achieving similarly when compared with one another.

Achievement Against Year Levels – Reading - Term 4 2025

Māori and Pasifika

Male and Female

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	30	20.1%	32	21.5%	67	45.0%	20	13.4%	<u>149</u>
	Female	24	18.0%	19	14.3%	76	57.1%	14	10.5%	<u>133</u>
	Total	54	19.1%	51	18.1%	143	50.7%	34	12.1%	<u>282</u>
Maori	Male	0	0%	0	0%	5	100.0%	0	0%	<u>5</u>
	Female	1	25.0%	0	0%	2	50.0%	1	25.0%	<u>4</u>
	Total	1	11.1%	0	0%	7	77.8%	1	11.1%	<u>9</u>
Pasifika	Male	5	21.7%	8	34.8%	9	39.1%	1	4.3%	<u>23</u>
	Female	8	47.1%	2	11.8%	6	35.3%	1	5.9%	<u>17</u>
	Total	13	32.5%	10	25.0%	15	37.5%	2	5.0%	<u>40</u>
Asian	Male	19	23.8%	12	15.0%	37	46.3%	12	15.0%	<u>80</u>
	Female	6	9.2%	8	12.3%	44	67.7%	7	10.8%	<u>65</u>
	Total	25	17.2%	20	13.8%	81	55.9%	19	13.1%	<u>145</u>
MELAA	Male	4	19.0%	8	38.1%	6	28.6%	3	14.3%	<u>21</u>
	Female	7	22.6%	6	19.4%	18	58.1%	0	0%	<u>31</u>
	Total	11	21.2%	14	26.9%	24	46.2%	3	5.8%	<u>52</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
	Total	0	0%	0	0%	1	50.0%	1	50.0%	<u>2</u>
NZ/European	Male	2	10.0%	4	20.0%	10	50.0%	4	20.0%	<u>20</u>
	Female	2	14.3%	3	21.4%	5	35.7%	4	28.6%	<u>14</u>
	Total	4	11.8%	7	20.6%	15	44.1%	8	23.5%	<u>34</u>

Achievement Against Year Levels – Writing – Term 4 2025

Whole School

	Year 9 - At	Year 9 - Working Towards	Year 8 - At	Year 8 - Working Towards	Year 7 - At	Year 7 - Working Towards	Year 6 - At	Year 6 - Working Towards	Year 5 - At	Year 5 - Working Towards	Year 4 - At	Year 4 - Working Towards	Year 3 - At	Year 3 - Working Towards	Year 2 - At	Year 2 - Working Towards	Year 1 - At	Year 1 - Working Towards	Total	Total	Total Working Towards	Total Achieved	Total Pupils
Y1																3% (1)	67% (20)	30% (9)	0%	30%	67%	3%	11%
Y2														3% (1)	63% (19)	13% (4)	7% (2)	13% (4)	20%	13%	63%	3%	11%
Y3												10% (6)	48% (20)	19% (9)	10% (5)	14% (6)			24%	19%	48%	10%	15%
Y4										22% (9)	32% (12)	30% (11)	3% (1)	8% (3)			3% (1)	3% (1)	10%	30%	32%	22%	13%
Y5								2% (1)	28% (12)	44% (19)	9% (4)	2% (1)	2% (1)		2%	9%		26%	44%	28%	2%	15%	
Y6						7% (3)	31% (13)	28% (11)	17% (7)	3% (1)	3% (1)					3%		34%	28%	31%	7%	10%	
Y7				14% (5)	35% (13)	8% (3)	24% (9)	8% (3)	3% (1)				3% (1)	5% (2)					43%	8%	35%	14%	13%
Y8		26% (9)	24% (8)	21% (7)	3% (1)	9% (3)	6% (2)	5% (2)				3% (1)		3% (1)					29%	21%	24%	26%	12%
Total pupils		3% (9)	3% (8)	4% (12)	5% (14)	3% (8)	7% (20)	5% (14)	6% (18)	10% (28)	6% (18)	6% (17)	8% (22)	5% (15)	9% (24)	6% (16)	8% (23)	6% (16)	24%	24%	40%	11%	1282

Key: Student achievement levels: Red = below year level Yellow = working towards level blue = at year level green above year level

Achievement against Year Levels- Writing:

2025: Term 4 - 282 students from Years 1-8 are included in this data. Achievement results are measured against year levels are: 24% below, 24% working towards, 40% achieved, 11% above.

149 male - Achievement results are measured against year levels are: 29% below, 25% working towards, 38% achieved, 8% above.

133 female - Achievement results are measured against year levels are: 20% below, 23% working towards, 43% achieved, 14% above.

2025: Term 4 – 9 Māori - Achievement results are measured against year levels are: 11% below, 33% working towards, 44% achieved, 11% above.

40 Pacifica - Achievement results are measured against year levels are: 35% below, 28% working towards, 35% achieved, 3% above.

Summary: This is the first data measured against the expectations of the new curriculum. Students are measured against year levels. Teachers have arrived at this data through a triangulation of measurements including tests, sample work and classroom observations. Māori students are achieving better when compared to the school as a whole with a greater number in the above range and less in the below range. Pacifica students are achieving less well when compared with the school as a whole, with a greater number achieving below their expected curriculum level and less in the achieved and above levels. There are slightly more male than female students. Female students are achieving better than the male students with a greater number in the exceeding and less in the below expectation levels.

Achievement Against Year Levels – Writing – Term 4 2025

Māori and Pasifika

Male and Female

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	43	28.9%	38	25.5%	56	37.6%	12	8.1%	<u>149</u>
	Female	26	19.5%	31	23.3%	57	42.9%	19	14.3%	<u>133</u>
	Total	69	24.5%	69	24.5%	113	40.1%	31	11.0%	<u>282</u>
Maori	Male	0	0%	2	40.0%	3	60.0%	0	0%	<u>5</u>
	Female	1	25.0%	1	25.0%	1	25.0%	1	25.0%	<u>4</u>
	Total	1	11.1%	3	33.3%	4	44.4%	1	11.1%	<u>9</u>
Pasifika	Male	8	34.8%	8	34.8%	6	26.1%	1	4.3%	<u>23</u>
	Female	6	35.3%	3	17.6%	8	47.1%	0	0%	<u>17</u>
	Total	14	35.0%	11	27.5%	14	35.0%	1	2.5%	<u>40</u>
Asian	Male	22	27.5%	19	23.8%	31	38.8%	8	10.0%	<u>80</u>
	Female	9	13.8%	15	23.1%	31	47.7%	10	15.4%	<u>65</u>
	Total	31	21.4%	34	23.4%	62	42.8%	18	12.4%	<u>145</u>
MELAA	Male	7	33.3%	5	23.8%	7	33.3%	2	9.5%	<u>21</u>
	Female	8	25.8%	10	32.3%	12	38.7%	1	3.2%	<u>31</u>
	Total	15	28.8%	15	28.8%	19	36.5%	3	5.8%	<u>52</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
	Total	0	0%	0	0%	0	0%	2	100.0%	<u>2</u>
NZ/European	Male	6	30.0%	4	20.0%	9	45.0%	1	5.0%	<u>20</u>
	Female	2	14.3%	2	14.3%	5	35.7%	5	35.7%	<u>14</u>
	Total	8	23.5%	6	17.6%	14	41.2%	6	17.6%	<u>34</u>

Achievement Against Year Levels – Mathematics and Statistics - Term 4 2025

Whole School

	Year 9 - At	Year 9 - Working Towards	Year 8 - At	Year 8 - Working Towards	Year 7 - At	Year 7 - Working Towards	Year 6 - At	Year 6 - Working Towards	Year 5 - At	Year 5 - Working Towards	Year 4 - At	Year 4 - Working Towards	Year 3 - At	Year 3 - Working Towards	Year 2 - At	Year 2 - Working Towards	Year 1 - At	Year 1 - Working Towards	Total	Total	Total Working Towards	Total Achieved	Total Pupils
Y1																7% (7)	70% (21)	23% (7)	0%	23%	70%	7%	11%
Y2														3% (4)	67% (29)	17% (5)	7% (2)	7% (2)	13%	17%	67%	3%	11%
Y3												19% (8)	43% (18)	21% (9)	12% (5)	2% (1)			17%	21%	43%	13%	15%
Y4									14% (5)	5% (2)	43% (16)	24% (9)		8% (3)	3% (1)				14%	24%	43%	10%	13%
Y5								2% (1)	58% (25)	23% (10)	2% (1)	14% (6)							16%	23%	58%	2%	15%
Y6			3% (1)				34% (10)	7% (2)	28% (8)	17% (5)	3% (1)			3%					55%	7%	34%	3%	10%
Y7				19% (7)	41% (15)	27% (10)	14% (5)												14%	27%	41%	19%	13%
Y8	6% (2)	21% (7)	21% (7)	32% (11)	9% (3)	9% (3)			3% (1)										21%	32%	21%	26%	12%
Total pupils	1% (2)	2% (7)	3% (8)	6% (18)	6% (18)	5% (13)	5% (13)	1% (2)	14% (28)	6% (12)	6% (12)	8% (16)	7% (14)	5% (10)	10% (20)	3% (6)	9% (18)	3% (6)	38%	22%	47%	13%	28%

Key: Student achievement levels: **Red = below year level** **Yellow = working towards level** **blue = at year level** **green above year level**

Achievement Against Year Levels – Mathematics and Statistics - Term 4 2025

Achievement against Year Levels- Reading:
2025: Term 4 - 282 students from Years 1-8 are included in this data. Achievement results are measured against year levels are: 18% below, 22% working towards, 47% achieved, 13% above.
 149 male - Achievement results are measured against year levels are: 20% below, 17% working towards, 48% achieved, 15% above.
 133 female - Achievement results are measured against year levels are: 17% below, 29% working towards, 45% achieved, 10% above.
2025: Term 4 – 9 Māori - Achievement results are measured against year levels are: 22% below, 22% working towards, 56% achieved, 0% above.
 40 Pacifica - Achievement results are measured against year levels are: 35% below, 25% working towards, 38% achieved, 5% above.
Summary: This is the first data measured against the expectations of the new curriculum. Students are measured against year levels. Teachers have arrived at this data through a triangulation of measurements including, tests, sample work and classroom observations. Māori students are achieving less well when compared to the school as a whole with a greater number in the below range, no one is achieving above their year level, but a greater number who have achieved their year level expectation. Pacifica students are achieving less well when compared with the school as a whole, with a greater number achieving below their expected curriculum level and less in the achieved and above levels. There are slightly more male than female students. Female students are achieving slightly less well with a greater number below their expected year level.

Māori and Pasifika

Male and Female

All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	29	19.5%	25	16.8%	72	48.3%	23	15.4%	<u>149</u>
	Female	22	16.5%	38	28.6%	60	45.1%	13	9.8%	<u>133</u>
	Total	51	18.1%	63	22.3%	132	46.8%	36	12.8%	<u>282</u>
Maori	Male	1	20.0%	1	20.0%	3	60.0%	0	0%	<u>5</u>
	Female	1	25.0%	1	25.0%	2	50.0%	0	0%	<u>4</u>
	Total	2	22.2%	2	22.2%	5	55.6%	0	0%	<u>9</u>
Pasifika	Male	6	26.1%	7	30.4%	10	43.5%	0	0%	<u>23</u>
	Female	8	47.1%	3	17.6%	5	29.4%	1	5.9%	<u>17</u>
	Total	14	35.0%	10	25.0%	15	37.5%	1	2.5%	<u>40</u>
Asian	Male	12	15.0%	7	8.8%	43	53.8%	18	22.5%	<u>80</u>
	Female	5	7.7%	14	21.5%	36	55.4%	10	15.4%	<u>65</u>
	Total	17	11.7%	21	14.5%	79	54.5%	28	19.3%	<u>145</u>
MELAA	Male	4	19.0%	6	28.6%	8	38.1%	3	14.3%	<u>21</u>
	Female	8	25.8%	13	41.9%	9	29.0%	1	3.2%	<u>31</u>
	Total	12	23.1%	19	36.5%	17	32.7%	4	7.7%	<u>52</u>
Other	Male	0	0%	0	0%	0	0%	0	0%	<u>0</u>
	Female	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
	Total	0	0%	1	50.0%	1	50.0%	0	0%	<u>2</u>
NZ/European	Male	6	30.0%	4	20.0%	8	40.0%	2	10.0%	<u>20</u>
	Female	0	0%	6	42.9%	7	50.0%	1	7.1%	<u>14</u>
	Total	6	17.6%	10	29.4%	15	44.1%	3	8.8%	<u>34</u>



SCHOOL TARGETS 2025

Jireh Christian School Achievement Targets 2025

Curriculum Areas:	Reading		
Key Competency:	Using Language, Symbols and Texts - Decodes and gains meaning from texts		
Baseline Data:	LLARS and PROBE reading tests Years 1-3 Term 2 2025 and Term 4 2025		
Strategic Goal:	Staff and students are participating in Structured Literacy PLD to raise the achievement levels for reading as per the Strategic Plan. 80% of students who have been at school for: 6 months at Stage 4 Yr. 1 at Stage 6 Yr. 2 at Stage 7.1 Yr. 3 at Stage 7.4		
Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff, Literacy team and learning area meetings	<ul style="list-style-type: none"> Expert buddy willingly and confidently shares with colleagues.
Develop planning to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs	Teachers	Weekly	<ul style="list-style-type: none"> Leaders of Learning meet specifically to monitor progress of target students. Meetings will be held at the end of term with each Learning Area to discuss progress of focus students. There will be regular contact between school and home, and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.

as per Structured Literacy.			
The Literacy Team will Inquire into practice and its relationship to student progress.	Literacy Team	On-going	<ul style="list-style-type: none"> Teacher set goals for students. 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.
IEP's Action Plans	All stakeholders Teachers	Twice a year Once a term or as necessary	<ul style="list-style-type: none"> These will be written for all priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored. Differentiated learning programmes will be developed to meet specific needs.
Share bright spots and problem areas.	Leaders of Learning / All teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> To analyse data, effective teaching and to share good practice.
PLD for standardised testing.	Target Students	On going	<ul style="list-style-type: none"> Teachers carry out standardised testing for reliable, consistent school wide data. There will be critical analysis of data and rigorous tracking of target students.
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"> 2025- Teachers develop common understanding of, and shared language around, the pedagogy of structured literacy. Teachers growing in confidence in their own ability to teach reading, understanding the science of learning. Teachers understand the importance of and use scope and sequence. A positive shift in attitude towards reading, in both students and teachers as students gain confidence and success.
Teachers on Structured Literacy PLD programme – Liz Kane 2025.	LKL facilitators	Term 4 2024-2025	<ul style="list-style-type: none"> An embedded school-wide structured literacy programme. Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels. Greater student success in the area of reading.

Little Learners Assessment of Reading Skills, (LARS)

*Only children who were present in Term 2 and 4 to show accurate data

LLL L	Stage 1		Stage 2		Stage 3		Stage 4		Stage +4		Stage 5		Stage 6		Stage 7.1		Stage 7.2		Stage 7.3		Stage 7.4		Stage 7.5		Probe 7.5-8.5 or higher			
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Year 1 T2 Total:	13	4	1	4	1	2			1	1	1										1				1			
Year 1 T4 Total:	2			1	2	1	3	1	2	0	2	2	3	4	2	2									2	1		
Y1 T2 Pasifika	6	1		1																								
Y1 T4 Pasifika	2				1		1					1	2	1														
Y1 T2 Māori			1																									
Y1 T4 Māori												1																
T2 Y2 Total:	1	2	0	0	1	2	1		2	1		3	1	2	4	1	1	1					1				1	
T4 Y2 Total:	1	0	0	0	1	0	0			1				3	2	1		1	1	3	3	2	5	3				
Y2 T2 Pasifika		1				1																						
Y2 T4 Pasifika										1				1														
Y2 T2 Māori													1															
Y2 T4 Māori																											1	
T2 Y3 Total:	3					1	1				1	1			1	2	1	2					1	3	5	4	8	5
T4 Y3 Total:							1						1	1	1	2					3	1			1	4	15	10
Y3 T2 Pasifika												2			1	1									2	1		
Y3 T4 Pasifika																2							1		1	1	2	
Y3 T2 Māori																												1
Y3 T4 Māori																												1

Summary:

Year 1: 51% of students were below stage 6

49% of students achieved stage 6 or higher

***Data from 31 students**

Year 2: 23% of students were below stage 7.1

77% of students achieved stage 7.1 or higher

***Data from 26 students**

Year 3: 25% of students were below stage 7.5

75% of students achieved stage 7.5 or higher (i.e.: Probe)

***Data from 40 students**

Key:																																				
Kererū = black				Tuī = purple				Kōtare = green				Kākāpō = red				Pīwakawaka = blue																				
*Only children who were present in Term 2 and 4 to show accurate data																																				
LLLL	Stage 1		Stage 2		Stage 3		Stage 4		Stage +4		Stage 5		Stage 6		Stage 7.1		Stage 7.2		Stage 7.3		Stage 7.4		Stage 7.5		Probe 7.5-8.5 or higher											
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls								
Term 4 Year 1	2			1	2	1	3	1	2		2	2	3	4	2	2									2	2										
% out of 31	51%												49%																							
Term 4 Year 2	1				1				1				3		2	1			1	1	2	3	2		5	3										
% out of 26	23%												77%																							
Term 4 Year 3:							1						1	1	1		2				3	1			1	4	15	10								
% out of 40	25%																						75%													