



Jireh Christian School

Annual Report

2018





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INTRODUCTION

A Year in Summary

We have come to the end of our inaugural year and what a momentous year it has been. The words of that great hymn ring in my ears, "Great is your faithfulness, O God my Father". He has been true to His word. He has led and enabled us all to do the job He has called us to.

As we look back on the year I would like to mention some of the highlights -

- JCS has formed a Community of Learning with KingsWay School and Westminster Christian School. Next year this Community of Learning will be fully operational. Our achievement challenges will involve work around helping our students develop future focussed life skills and ensure that all students are given every opportunity to thrive, grow and learn in a safe and happy environment. Wellbeing, Key Competencies and Special Needs will be the three focus areas.
- We have had a number of significant and special days, including our **Opening Ceremony** which involved a pre-dawn service where we dedicated and blessed our buildings with prayer and worship and officially opened our school. The carving attached to the library entrance at the heart of our school tells of the history of the two schools who have come together to make up Jireh Christian School. The carving culminates in our new emblem with the words; "From God, for God I Atua, hoki Atua" The morning service included a celebratory breakfast feast.
- An ensemble of talented teachers and students have made a recording of our new school song.
- Grandparents Day was very special where young and old shared learning and some tasty treats.
- Manu team celebrated the first 100 days at school with a 100 Day Party. It was a joy to see each student arrive at school proudly wearing a creative hat showing 100 in some way. A number of trips and outings were undertaken to enrich and reinforce learning. Students from the Manu Learning Area visited the Botanical Gardens as part of their inquiry about how things grow. A group of talented students attended Sports Camp in Matamata bringing back a number of trophies for sporting achievements and proudly showing the Sportsmanship Cup.
- WOW week, (Week of Workshops) Those who did not attend the sports camp participated in workshops run by parents and teachers and involved arts and crafts, science and technology through bridge building, macramé, potting plants, quilting and more.
- As part of the privilege of being the seniors and leaders of the school the Year 7 and 8 students enjoyed a day out at Goat Island as part of a team building and leadership programme. At the end of the year they were on camp in Thames where they enjoyed kayaking, go karting, shooting and some good times of worship. They were challenged to serve God wholeheartedly and were given time to reflect on their own faith journey.
- Tiwai students learnt to cook, sew and use tools to make a shoe horn, tasty dishes and an eco-friendly bag during their hard and soft technology lessons.
- Corbans Art Estate allowed our students to participate in specialist art lessons using a variety of mediums.
- Some of the inquiry topics covered this year were; aspects of the human body, how it works and how to keep ourselves safe and healthy. Photosynthesis, making worm farms, tectonic plates and tsunamis, what being good stewards of the earth look like, pollution, how to keep our peace in the

storm, fire safety, designing playgrounds, the second world war and more. Digital technologies and using STEM, (Science Technology Engineering Mathematics) concepts, through construction and bridge building using k'nex and other equipment, 3D printing, coding and Stop Motion were introduced.

- Informative, thought provoking and entertaining speeches were crafted by our students and presented at a Speech Day.
- The overarching Biblical concepts about God's character have underpinned each term's learning. The attribute of God we focused on are God is holy and wise, God is Peace, God is One and God is faithful to all His promises.
- There have been a number of extra curricula activities to enrich and give a wide scope of learning opportunities. Some of these included; chess, learning to play a musical instrument, voice training, Young Engineers and Musical Theatre.
- In the sporting area students have had coaching and participated in cricket, touch rugby, basketball, netball, soccer, softball, swimming, gymnastics and Dance Sport. We have had various sports teams competing in the local sports cluster and in the Auckland Christian Schools Sport cluster.
- As part of service to the local community and the Kingdom of God further afield our students have collected blankets, food and other essentials and more recently collected a large number of Christmas presents to give to the organisation, Feed the Streets of Avondale.
- There have been four Mufti Days to gather funds for our TEAR Fund sponsor child from Rwanda and students have written cards and prayed for him too.
- Recently a number of students visited Selwyn Retirement Village in Mount Albert where they sang songs and blessed the residents with their warm smiles, friendly faces and angelic voices.

The Parents Association has had a very productive year, ably chaired by Brett Morrissey. A number of social and fundraising events have taken place including - a cultural dinner, selling Fireworks for four days, family fun BBQs, a walkathon, Boogie Night and several Chicken Madness Lunches.

We have been blessed with a range of guest speakers and presenters during the year not least of all being the many parents who have come in to school to share their expertise, and work/life experiences with the students. Digital Ignition spent four days at JCS giving the students superb digital technology experiences. A couple from **Waterwise** came and shared about the condition of water around the world and how important it is for our existence, making us very grateful for living in a land where we have this precious commodity in abundance, **Quiz Worx** gave us some valuable spiritual lessons through puppetry and skits. **Get Wise ASB** has taught us how to deal wisely with money. **Puberty Plus** gave the older students good advice on growing up and how to care for themselves responsibly. **The Life Bus** with Harrold the giraffe taught much about the systems of the body. **The People Savers** course was all about first aid and helping those wounded or needing help in an accident or crises with lots of practical practice. We had the privilege of having **Graham Braddock** run art sessions and there have been programmes helping those who are going through grief or loss. The year will end with Awards ceremonies to celebrate hard work and fine learning.

Thank you, parents, the Establishment Board of Trustees and the KingsWay Trust for your tremendous support this year. It is a privilege to be part of what God is doing in this place. I continue to be utterly convinced that He has a great vision for Jireh Christian School and that we will be a beacon of light for those within our boundaries and those in the wider community.

We look forward with anticipation to 2019. It will be a year of consolidation and continued growth.

Sandra Bosman
Principal



SCHOOL OVERVIEW



History and Tradition

Jireh Christian School is a decile 3 state integrated school with a Special Character which 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 222. This is a unique Christian community of learning made up of students from a wide range of backgrounds and cultures. Students travel to Jireh Christian School from a number of suburbs within a 50-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 Christian School began as a home-schooling endeavour in Kumeu, then developed into a small private school in 2000 operating out of the Kumeu Baptist Church. The 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 Christian School gained stand-alone status as a full primary school at the start of 2018. Immanuel and Jireh have become 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 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 in order 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 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/whanau to nurture their children.
- Students who are equipped to positively impact the world.
- An inclusive community that honours cultural diversity.
- An environment which challenges learners to faithfully develop their giftings.
- A collaborative culture of excellence.
- A culture of prayer.

Jireh Christian School is a non-denominational Christian school established in 2018 by The KingsWay Trust.

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

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

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

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

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

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

The School promotes this by:

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

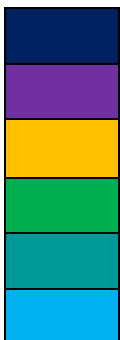
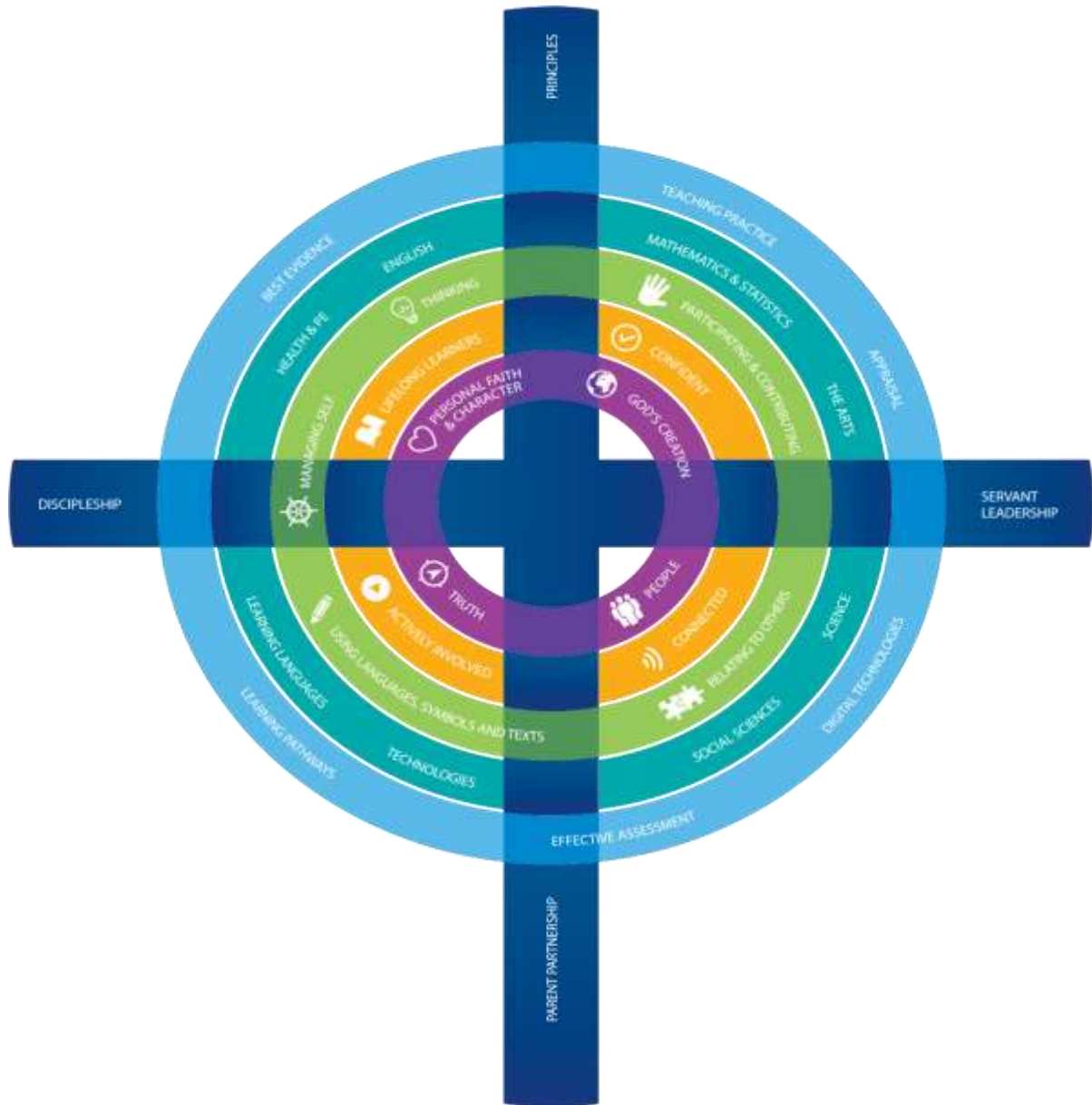


Motto

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



Curriculum Overview



Special Character: The reason why we exist as an integrated school

Values: Underpinning all learning these are to be modelled, explored and encouraged

Vision: What we desire for our students

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



VISION FOR A JIREH CHRISTIAN SCHOOL GRADUATE

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



CHRIST CENTRED | be able to

- Actively demonstrate the fruit of the Spirit
- Make decisions based on a Biblical world view
- Be an authentic disciple of Christ
- Living to please God through excellence



CONFIDENT | be able to

- Share their faith with others.
- Be an independent, assessment capable learner
- Have a strong cultural and spiritual identity
- Be an effective communicator



CONTRIBUTING | be able to

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



CONNECTED | be able to

- Seek to serve the community and be inclusive
- Collaborate
- Respect, appreciate and discern the ideas and cultures of others



CONTINUALLY LEARNING | be able to

- Be a problem solver
- Persevere
- Be resilient
- Respond to a changing world
- Develop giftings faithfully



PRINCIPLES FOR JIREH CHRISTIAN SCHOOL

The principles set out below embody beliefs about what is important and desirable at Jireh Christian School. They underpin all school decision making. The principles relate to how curriculum is formalised at Jireh Christian School and they are particularly relevant to the processes of planning, prioritising and review.

The curriculum is consistent with these twelve principles:

CENTRALITY OF GOD AND THE BIBLE

The Triune God has the pre-eminent place in the life of the Christian. The Bible, given by God, is divinely inspired and is trustworthy and authoritative for all of life. Christian education must ensure that students learn about the world from a Biblical worldview.

THE IMPORTANCE OF KNOWLEDGE, UNDERSTANDING AND WISDOM

Wisdom, understanding and knowledge provide practical guidance for everyday living. These components form the basis for effective action in all areas of life.

RESPONSIVE DISCIPLESHIP

It is important that teachers understand, teach and model lives based on the principles in the Bible and, therefore, require ongoing professional development in this regard. Christian education is not just an introspective activity. At Jireh Christian School we seek to disciple and equip young people to share God's dynamic message of hope, peace and love. The staff seek to encourage students to discover God's purpose for them personally, the world in which they live and their vocation.

PARENT PARTNERSHIP

God has given to parents the primary accountability for the educational nurture of their children. Jireh Christian School partners with parents and involves the wider community in assisting them in carrying out this responsibility.

HIGH EXPECTATIONS

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

LEARNING TO LEARN

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

TREATY OF WAITANGI

The curriculum acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Maori me ona tikanga.

COMMUNITY ENGAGEMENT

The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities.

CULTURAL DIVERSITY

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

COHERENCE

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.

INCLUSION

The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities, languages, abilities and talents are recognised and affirmed and that their learning needs are addressed.

FUTURE FOCUS

The curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation.



Key Competencies

“The competencies also draw on knowledge, attitudes and values in ways that lead to action”

The Jireh Christian School Curriculum identifies five key competencies, as listed below. Students will use these competencies to live, learn, work and contribute as active members of their communities. More complex than skills, the competencies also draw on knowledge, attitudes and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area and, therefore, need to be prioritised in planning and teaching.

The development of the competencies is both an end in itself, (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them e.g. the Bible, knowledge, tools and skills. Students need to be challenged and supported to develop them in contexts that are increasingly wide ranging and complex.

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

MANAGING SELF



- Demonstrates knowledge of when to lead, when to follow and when to act independently
- Employs strategies for meeting challenges
- Establishes personal goals, plans and manages projects
- Sets challenging standards
- Is enterprising, resourceful, reliable and resilient
- Exhibits a Godly motivation with a 'can do' attitude
- Demonstrates a desire to be an able and effective learner

RELATING TO OTHERS



- Interacts effectively with diverse people in different contexts
- Demonstrates active listening skills
- Recognises different points of view
- Demonstrates effective negotiation skills
- Shares ideas and communicates their faith
- Is open to new ideas while demonstrating discernment
- Has awareness of how words and actions affect others
- Cooperates effectively to develop ideas, strategies and thinking
- Balances competition with cooperation

PARTICIPATING AND CONTRIBUTING



- Is actively involved in the community
- Contributes appropriately as a group member
- Makes connections with others
- Creates opportunities for others in a group
- Balances privileges, roles and responsibilities

THINKING



- Uses creative, critical and reflective processes to inform decision making
- Actively seeks to use and create knowledge for good
- Reflects on their own learning (metacognition)
- Asks questions for the purposes of extending knowledge and understanding
- Challenges the basis of truth, assumptions and perceptions
- Draws on personal knowledge, wisdom and a deep-seated reliance on God
- Is intellectually curious

USING LANGUAGE, SYMBOLS AND TEXTS



- Interprets and uses words, numbers, images, movement, metaphor in context
- Confidently uses ICT to access information and communicate with others
- Recognises how choices of language affect people's understanding or responses
- Competently studies and applies the Bible as a foundation text
- Interacts effectively with diverse people in different contexts



Cultural Diversity and Maori Dimension

HOW WILL THE SCHOOL REFLECT NEW ZEALAND'S CULTURAL DIVERSITY?

- By ensuring that all cultures are respected and maintained by all who attend and are linked to this school.
- By acknowledging that the values and customary rights of the significant groups in New Zealand society (Pakeha and Maori) are mutually respected and given cultural mileage and impetus at this school.
- By having programmed activities, cultural events and significant evidence on display which reflect the cultural identities of students, staff and the community.
- By liaising with leaders in the community to support and advise the school on cultural matters.

HOW WILL THE SCHOOL REFLECT THE UNIQUE POSITION OF THE MAORI CULTURE?

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

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

- By ensuring that all planning is done with Tikanga Maori 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 Maori as part of the process.
- By ensuring that Te Reo is taught in every class and is part of the weekly timetabling.
- By ensuring all students have the opportunity to participate in Kapa Haka each week.

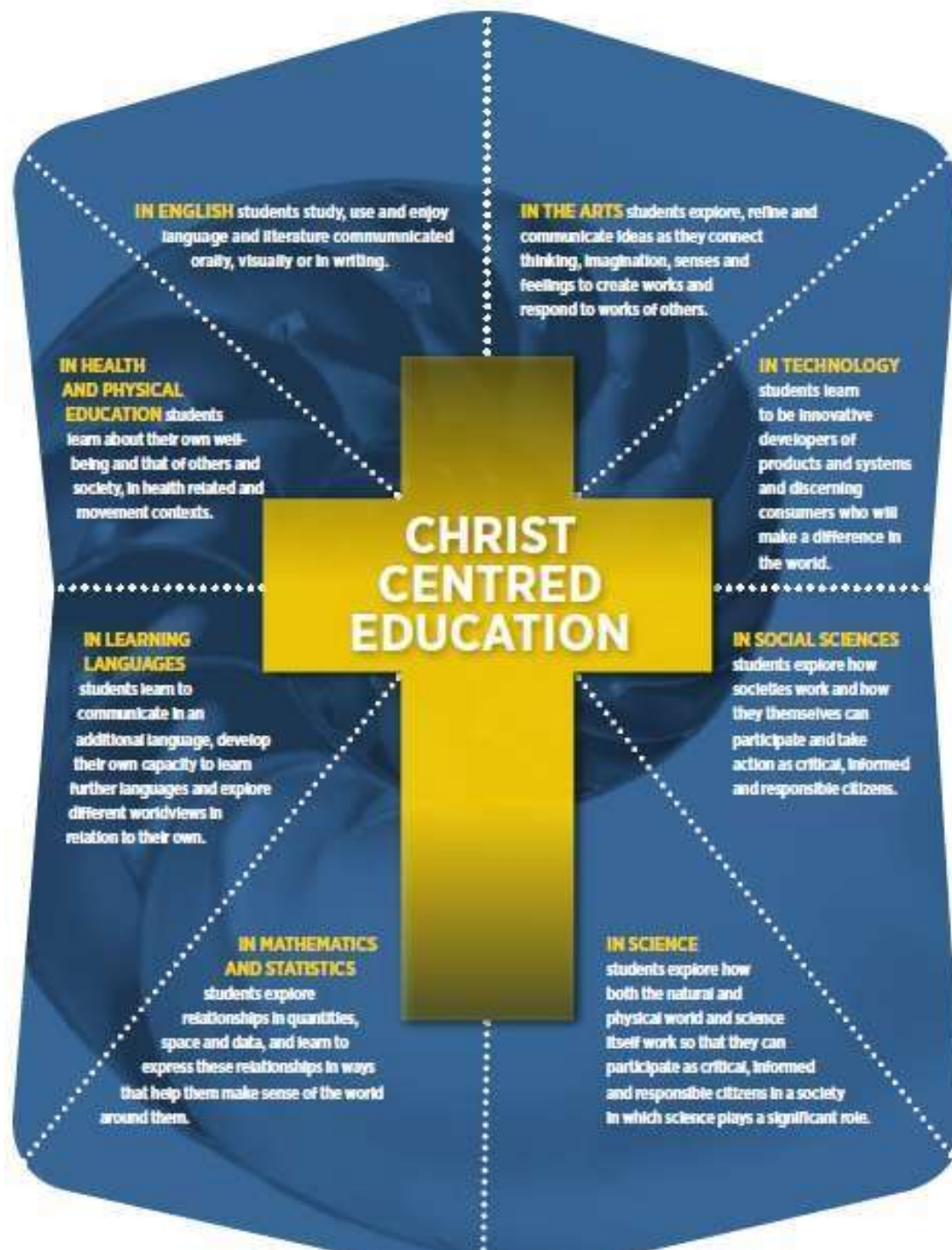
WHAT WILL THE SCHOOL DO TO PROVIDE INSTRUCTION IN TE REO FOR FULL TIME STUDENTS WHOSE PARENTS ASK FOR IT?

- Students receive instruction in Te Reo weekly, working through an online programme to ensure correct pronunciation and progression through language instruction so that each year is built upon.





Christ Centred Education

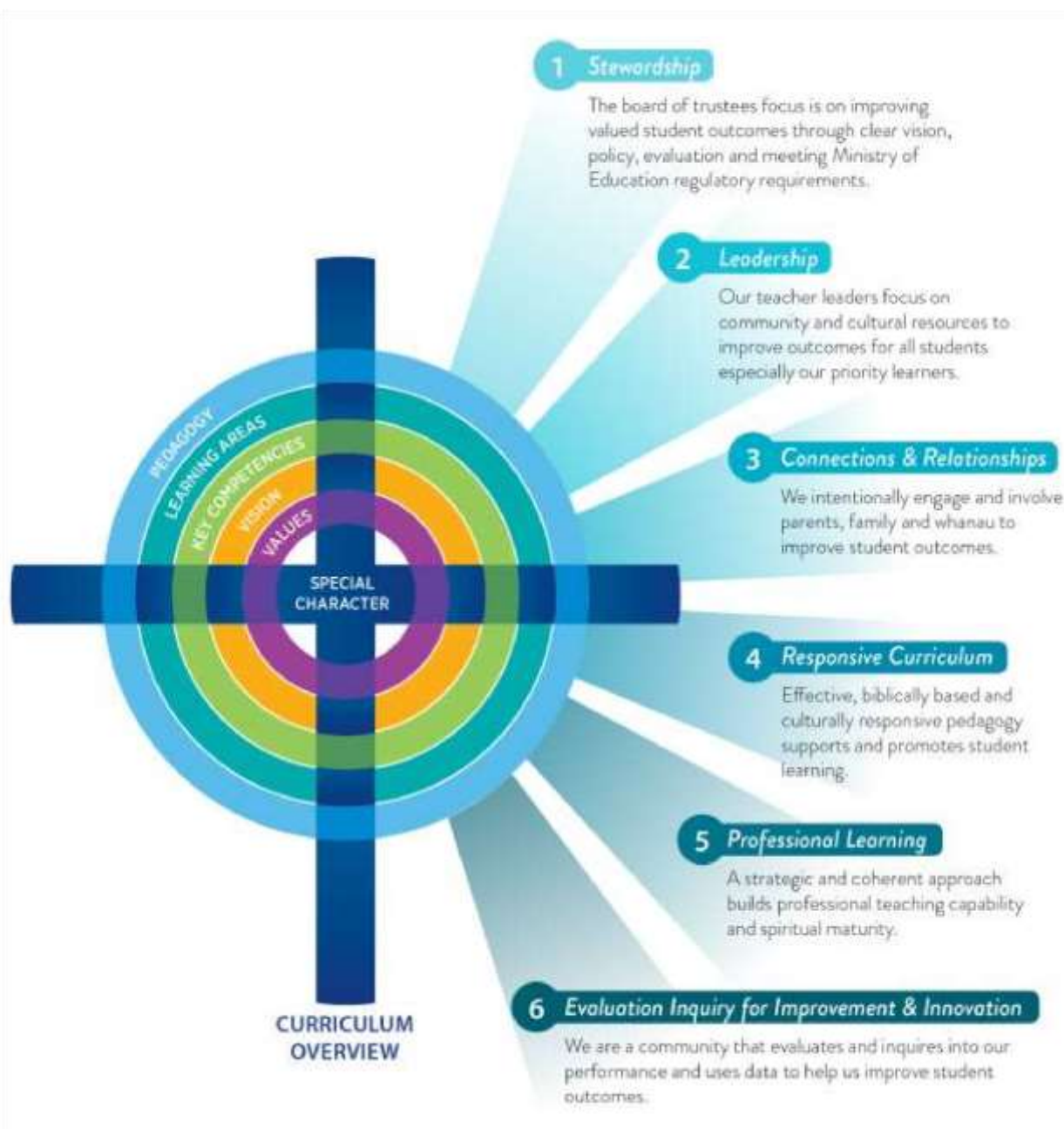




STRATEGIC DIRECTION



STRATEGIC DIRECTION



1. Stewardship

Stewardship Training Curriculum 2019

Newly elected Board members and proprietors are inducted into their role using an effective and comprehensive training programme. The BOT systematically works through a professional development curriculum that equips them with the specific knowledge and skills to proficiently serve in their respective stewardship roles.

The BOT increases its capability to govern for all students to achieve their full potential. 2020 -2021.

Internal and External Evaluation Cycle 2020 ERO

The BOT employs external reviewers to systematically evaluate their progress and achievement against well-researched and agreed evaluation indicators to ensure that they are meeting their statutory requirements and governance expectations.

2. Leadership

Leadership Professional Development 2019

To ensure that our leaders remain current with future educational initiatives, they are given opportunities to study examples of best practice through our Educational and Special Character study grants.

Review of Leadership Appraisal to ensure it is robust and is aligned with strategic goals based on data. 2020.

3. Powerful Connections and Relationships

Meeting with specific cultural groups to ensure authentic parent and whanau voice is heard, including Pacifica, Asian and Maori through the Korero whanau group.

Continue to build strong relationships with the local community through service, sport, special education and leadership affiliations. 2019, 2020.

Wellbeing of staff and students through carrying out achievement goals of the kahui ako. 2021.

4. Effective Teaching and Curriculum

New Digital Technologies Curriculum 2019, 2020

Our digital curriculum focusses on teaching students to design their own digital solutions and become creators of, not just users of, digital technologies to prepare them for the modern workforce.

Prime Mathematics introduced across the school through Professional Learning plan. 2019

Second Language. 2019

Year 1 - 8 Te Reo, Year 7/8 - Korean. Being bilingual is associated with improved ability in tasks that require focussed attention. Furthermore, students who study a second language perform better in English and Mathematics, as well as demonstrating higher levels of creativity and problem-solving skills. Introducing a second language for students will allow them to acquire the associated skills and benefits at a stage when they are developmentally receptive to learning a second language.

Form and join Professional Learning Groups. 2020

Project-based learning. 2021. Solving real life problems through Future Problem Solving Programme

Personalised Tracking and Mapping. 2020. Students set goals and map their personal growth against the vision for a Jireh Christian School Graduate profile.

Learning Support. 2021. Teaching and Tutoring groups set up to ensure that all students, particularly those at risk, have every opportunity to succeed.

5. Empowered and Capable staff

Community of Learning/Kahui Ako. 2019. Jireh Christian School is a member of a Community of Learning/Kahui Ako, (CoL) of likeminded schools. The CoL identifies areas for improvement and works collaboratively to use the available expertise from member schools and the Ministry of Education to improve student outcomes.

Growth Coaching. 2019, 2020. Teachers at Jireh Christian School improve their craft as part of growth coaching, which includes a professional buddy who supports them to reflect deeply on their practice. While the appraisal process focuses on teacher development, clear procedures and guidelines provide accountability and guidance regarding the school's expectations related to professionalism.

Teaching Christianly Development Plan. 2019. A differentiated professional development plan inducts and equips our teaching staff to be able to effectively teach from a biblical worldview. Teachers grow in their ability to teach Christianly.

6 Evaluation for Improvement and Innovation

Common Schoolwide Inquiry and Evaluation Practices. 2019.

Inquiry-based learning and evaluation practices become a powerful force for learning when embraced by the whole school. Jireh Christian School's approach to inquiry learning and evaluation practices will:

- reflect our school community
- meet the needs of our learners
- establish a common language
- create a consistent learning environment for all students
- take into account the vision, principles, values and key competencies of the New Zealand Curriculum

Follow the Evaluation Cycle. 2020.

which includes external evaluation, (ERO) and Special Character, KingsWay Trust)

Internal reviews of support staff, wellbeing across the school, finance and the learning area of Mathematics, reviewing the efficacy of the Prime Mathematics programme and how the implementation can be improved to provide the best opportunity for success for all learners. Special needs, ensuring that the systems in place ensure all students are catered for and their needs identified and addressed.

Evaluation Cycle. 2021.

Health and Safety procedures are robust enough to ensure the safety and wellbeing of all those who work at Jireh Christian School and that the work/learning environment is as safe as possible for all.

Literacy is reviewed, looking at data and the necessary steps are made to ensure continued improvement.

The development of the site for future growth, in conjunction with the proprietor.

Annual Strategic Plan 2018 – #2 Leadership for Equity and Excellence

September 2018

Our teacher leaders focus on community and cultural resources to improve outcomes for all students especially priority learners

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
2.1 Leadership builds relational trust and effective participation and collaboration at every level of the school community.	<ul style="list-style-type: none"> Establish a Korero advisory group and hold regular meetings for consultation on all aspects of teaching and learning Develop a successful Maori learner profile with family and whanau Students assess how they are going in relation to the learner profile To ensure students with learning needs are equipped for success 	The Korero group had a hui and had discussion around what makes for success as Maori learners. Develop a successful Maori learner profile with family and whanau. All students who are achieving below the expected curriculum level have Action Plans to ensure that the teaching and learning programme meets their specific needs. Individual Action Plans are written up and assessed with parents, teachers and any other people working with the student.	Maori students are achieving well. Nearly all students are at or above the expected curriculum level.	Engage more with Maori whanau, through consultation, to discover and ensure their educational aspirations for their children, as Maori, are known and achieved.
2.2 Leadership ensures effective planning, coordination and evaluation of the school's curriculum and teaching in order to eliminate disparity	<ul style="list-style-type: none"> Identify areas of disparity through qualitative and quantitative data analysis and devise action plans to eliminate disparity Collaborative planning on school wide templates, (Google docs) to ensure teaching and learning programmes are biblically and culturally responsive and have rich learning opportunities for all students Form the target group for the year- Pacifica boys writing- school wide teaching as inquiry to improve outcomes for these students 	Students voice surveys were done to gauge engagement and what is and is not effective teaching and learning for them. Students voiced what helps them learn. Teachers summarised and reflected on student feedback to ensure teaching and learning was effective and to make changes to improve student outcomes. Curriculum level assessment has been analysed across the school. The base line data shows that there are a number of students in the Year 5 cohort in need of support, particularly in the area of boys writing. Planning has been done collaboratively on new templates on the Google platform. School wide collaborative inquiry underway for target group. Term 4 eAsTTLe tests will be compared with Term 1. The data analysed and progress reported to complete the analysis of variance for the Charter to be sent to MOE in March 2019.	A greater number of students in the Year 5 cohort are achieving at and above and less students are achieving below the expected curriculum level.	Ensure that teachers have a sound knowledge of the curriculum levels and that there is consistency in tracking progress through moderation and clear learning progressions.

Annual Strategic Plan 2018 – #3 Educationally powerful connections and relationships

We intentionally engage parents, family and whanau to improve student outcomes

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
3.1 Strong relationships are built with all stakeholders in the community to effect reciprocal learning	<ul style="list-style-type: none"> Parents participate in school life by sharing their expertise in reciprocal learning groups Develop the use of learning maps as part of reporting to parents in three way student learning conferences 	WOW – Week of Workshops for those students not attending the sports camp.	WOW week was successful with high engagement with students who do not always find learning easy. It was an opportunity for them to shine and be creative in areas they had not before experienced. It gave teachers an opportunity to build relationship with fewer students in their classes with a relaxed learning environment.	Learning maps have not been used this year and will be one of the foci for next year to help prepare students for 3-way conferencing and identifying what helps them learn.
3.2 The consolidation of two communities becoming one is intentionally embedded	<ul style="list-style-type: none"> Opportunities are set up for families to meet and engage in – <ul style="list-style-type: none"> consultation workshops to support home and school learning, (BYOD, learning support, how boys learn best, etc.) fellowship through events organised by the Parents Association (PA) Culture is celebrated through community engagement in the teaching and learning programme. Community week - run by parents 	The Parents Association (PA) organised a cultural dinner and Grandparents Day. A parent representative will be appointed in each class to organise termly get togethers to help build community. The year ended with a family fun BBQ.	<p>Cultural dinner was well attended with over 250 whanau attending. There was a high level of participation in dance, music and cultural food.</p> <p>Good feedback was received about Grandparents Day and it was well attended.</p> <p>The PA organised a number of community and fund raising events throughout the year.</p>	<p>Cultural week will be organised by parents.</p> <p>Parent consultation in cultural groups to find what we are doing well and what needs changing.</p> <p>PA continue to organise events which bring the community together.</p>

Annual Strategic Plan 2018 – #4 Responsive Curriculum, effective teaching and opportunities to learn

Effective biblically based, culturally responsive pedagogy supports and promotes student learning

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
4.1 The curriculum is biblically and bi culturally responsive	<ul style="list-style-type: none"> Planning is done from a Creation-fall-redemption-restoration model. Professional Development on teaching Christianly. The tataiako - Maori cultural competencies are incorporated into the teaching and learning programme. 	<p>All term planning is started collaboratively, as a staff, discussing the scope of the topic of inquiry and possible Biblical responses. Then planning is tailored to meet the needs of students in learning areas guided by the template which requires a Creation-fall-redemption-restoration response and cultural competencies from Tataiako. Special Character PLD is done weekly on Wednesday mornings. Term 1 and 2 involved looking at different world views. Term 3 and 4 had the staff reading a book with vignettes showing how God is at work in the lives of teachers who serve Him. The teachers then wrote and shared their own vignettes on special times when God spoke to them in relation to discipling young people.</p>	<p>Rich discussion around inquiries facilitated the sharing of professional knowledge and insight. It also allowed for a common theme/over-arching idea across the school, finding expression in the different learning areas to meet the needs and interests of the students.</p> <p>The students displayed high engagement in their inquiries.</p>	<p>Subject specific PLD in the area of Special Character to ensure teachers are teaching authentically from a Biblical world view.</p> <p>As part of the appraisal process, Leaders of learning observe their team, using a Learning Made Visible check list sheet.</p>

Annual Strategic Plan 2018 – #4 Responsive Curriculum, effective teaching and opportunities to learn

Effective biblically based, culturally responsive pedagogy supports and promotes student learning

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
4.2 The curriculum and teaching and learning programmes are developed to equip our students for the future	<ul style="list-style-type: none"> 21st Century pedagogy undergirds the teaching and learning programmes. This is introduced and embedded through online interactive professional development and professional learning discussions as a whole staff and in teams. (see PD Outline for greater detail). Visible learning Professional Development - through reading, professional learning discussions and is visible in planning and teacher appraisal. BYOD - students to complete L-Plates and Sensible Media course. Parents meeting for set up and information. Begin implementing the e-learning strategy ensuring technology is used as an effective learning tool. Introduce coding across the school as part of the new technology strands. 3D printing in the Senior classes. 	<p>PLD - the three cornerstones of 21st Century learning need to be increasingly evident in teaching and learning – solving real life problems, using technology to create and innovate and collaboration.</p> <p>PL and Discussion weekly around Visible Learning. Teachers are reading the book and applying new learning in their practice. In Learning Area meetings teachers are working through examples of what a visible learner looks like and what they are going to do in their class to ensure that the students they teach are becoming visible learners.</p> <p>All new students from Year 2 complete Sensible Media programme at home with parents. Year 2 students are doing the L-Plates course as part of their programme. A licence to use a device at JCS will be issued to all who complete the programmes.</p> <p>Years 4 - 6 are doing Stop Motion. NE - Year 3 are doing activities developing the concept of coding using grids and K'Nex.</p> <p>Year 7/8 are using STEM, (science, technology, engineering and maths) skills and concepts building bridges and structures.</p> <p>21st Century professional learning programme has started and is eliciting good discussions as we look at the way forward pedagogically as a team.</p> <p>This professional learning will continue for the rest of the year.</p>	<p>The PLD programme was heavy and with setting up a new school there was much new for staff to learn. There was not much time to go through the 21st C PLD. The initial sessions brought about good discussion and it is worth continuing next year.</p> <p>There was resistance among some staff initially with visible learning and a lack of understanding. By the end of the PLD visible learning was evident in all classrooms and a more common understanding and language was developing. To embed this pedagogy more work will need to be done next year.</p> <p>Hapara was introduced late in the year but will be fully implemented in Years 4 - 8 in 2019.</p> <p>Kevin ran the Digital technologies across the school with good student learning and engagement. Teachers were exposed to new learning.</p>	<p>Continue with the 21st Century PLD from Microsoft</p> <ol style="list-style-type: none"> 1. Relationships which encourage reciprocal learning 2. Use of technology to solve problems and create new ways of doing things. 3. Use real life problems in inquiries. <p>As part of the Kahui Ako Achievement Challenges we will be doing PLD on Key Competencies - Competencies for future success.</p> <p>Hapara PLD</p> <p>Digital Technologies PLD to ensure all teachers are implementing the new Digital Technologies Curriculum during the year and have a good understanding of computational thinking and creating digital outcomes.</p>

Annual Strategic Plan 2018 – #5 Professional capability and collective capacity

A strategic and coherent approach builds professional teaching capability and spiritual maturity

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
5.1 Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the school vision, values, goals and priorities.	<ul style="list-style-type: none"> Refine the teaching as inquiry system which will form part of the appraisal/buddy coaching cycle. 	A collaborative inquiry was carried out school wide and discussed in learning area meetings in line with the target group of students - PI boys writing. Buddy/coach observations happened twice through the year including pre and post discussions focussing on an area of the inquiry with a growth coaching approach.	The growth coaching model is beginning to be effective but more PLD around this needs to take place. The OneNote platform was initially difficult for the new staff to learn but the teachers used it very effectively to show evidence of fulfilling the Standards for the Teaching Practice in their teaching and learning programme and learning environment.	A more robust appraisal system will be put in place next year with an additional layer; Leaders of learning will appraise and observe all those in their areas in addition to the buddy coaching system, using a Visible Learning template to guide the observation and consolidate PLD PLD around being an effective buddy/coach using the growth coaching model.
5.2 Organisational structures, processes and practices enable and sustain ongoing learning, collaborative activity and collective decision making.	<ul style="list-style-type: none"> Introduce and embed eTap as the student management system. Introduce and embed Office 365 SharePoint for data storage and administration. Introduce and embed Google Classroom as the learning platform. Use Google docs for all teaching and learning; planning and collaboration. 	<p>Assessment data and all behaviour management issues are entered into eTap by teachers as a form of record keeping.</p> <p>Curriculum level whole school data analysis was done to show who was below, at or above the expected level.</p> <p>Comprehensive written reports were designed and generated through eTap and given to parents mid-year and a summative report at the end of the year.</p> <p>Professional Learning on Hapara for Years 4 - 8 has been done and will continue next year as we adopt this with Google as our learning platform.</p>	Teachers are able to use eTap to enter data and the mid-year report was comprehensive and had good feedback from parents. Teachers now need to use eTap to analyse data and track individual students. The end year report needs to have more information in it around the student's achievement and character development.	An assessment data programme - Assay will be used to analyse data. Design a more comprehensive end-year report.
5.3 Access to relevant expertise builds capability for ongoing improvement and innovation	<ul style="list-style-type: none"> Professional development for online learning through Kiwi Schools Professional Development- 21st Century Learning Design online interactive videos through Microsoft Learning how to use Office 365- Share point 	Hapara PL is done by Kiwi Schools. This will be introduced in Term 3 at a TOD. I-Pads have been made ready for Hapara, an online learning platform. The students are all on Hapara and the teachers are using the platform to greater or lesser extents. This will be a focus of Professional Learning next year.	iPads are not the optimal device for Hapara, there is limited functionality and visibility. Some teachers are using Hapara well and others are not yet using it.	Move to have chrome books for Years 4-8. Ensure all students are on Hapara in Years 4-8 and that all teachers know how to use this platform with confidence.

Annual Strategic Plan 2018 – #6 Evaluation, inquiry and knowledge building for improvement and innovation

We are a community that evaluates and inquiries into our performance and uses data to help improve student outcomes

Key Outcomes	Key Objectives	Actions	Evaluation	Next Steps
1 We have a culture of continuous improvement and innovation	<ul style="list-style-type: none"> Collaborative inquiry to raise the level of the target group- Pacifica boys writing 	<p>Collaborative, inquiry to align with the target students - Pacifica boys writing. Inquiries are in process.</p> <p>On-going discussions and data analysis at learning area meetings around the inquiry sharing professional capability. Professional readings shared to help with inquiry.</p> <p>End of year data analysis to plot progress from Term 1 – 4.</p>	<p>Many more of the students in the target group are achieving at or above the curriculum level in writing and less are achieving below the expected level.</p>	<p>ESOL students will be the Target Group for 2019 in the area of writing.</p> <p>ESOL will be part of the Kahui Ako Achievement Challenge and will form the basis for an inquiry by our Within School Leader.</p>
6.2 Parent feedback and student voice is actively sought and carefully considered to improve practice	<ul style="list-style-type: none"> Parent feedback is sought in a variety of ways, through – <ul style="list-style-type: none"> - meeting groups - Surveys - Consultation - engaging in regular discussions Student voice is sought through feedback, intentional questioning, video conferencing and surveys. The planning process has a reflection component at the end of a unit where student voice is sought to continually improve teaching and learning. 	<p>Student voice captured by each teacher through a formal survey. Data collated and reflected upon by each teacher to improve teaching and learning.</p> <p>Student and whanau voice is captured at the end of each term and teachers reflect on this to help improve teaching and learning.</p> <p>Kids friendly survey done and school wide collation to contribute to well-being across the school, among the students.</p> <p>Through our Kahui Ako we have gathered data on student and staff well being.</p>	<p>Parent feedback has a greater buy in when done earlier on in the term and not near the end of the year.</p> <p>Teacher's reflection around the student feedback is allowing for good changes in teaching and learning in the classroom. This is happening better in some classes and not as well in others.</p> <p>Students wellbeing survey was informative</p>	<p>Parent feedback is used to form the 20/30 Strategic Plan.</p> <p>Parent cultural consultation groups meet to discuss what we are doing well and what needs changing/adding.</p> <p>Student wellbeing surveys will be done twice a year and will be analysed, and a follow up plan developed to be continually improving, ensuring there is a safe and happy environment for our students in all areas of school life.</p> <p>Wellbeing is a focus of our Kahui Ako Achievement Challenges.</p>



SPECIAL CHARACTER



SPECIAL CHARACTER

EXECUTIVE SUMMARY

After our first year our Special Character journey is only just out of the starting blocks. 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;

Daily Discipleship lessons happen across the school and are centred around a central theme, (a characteristic of God) which dovetails 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.

This is achieved through thoughtful, collaborative planning as a whole staff 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 weekly 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 an aspect of the valued Jireh Outcomes and celebrating successes. The assemblies are taken by different teachers and are mostly student/class lead. We have a variety of guest speakers who challenge and teach devotions through puppet shows, story-telling, leading worship, dramas and sharing missionary experiences.

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, etc., providing meals for those in need due to various circumstances. In so doing we are endeavouring to be Christianity in action. We have a parent prayer meeting every Wednesday morning and a prayer request box in the reception area.

In terms of mission we sponsor a TEAR Fund child as a school. The students hold a Mufti Day once a term with a gold coin donation and write to the sponsor child periodically throughout the year for birthdays, Christmas, etc. We hold Market Days where students are given seed money in groups which they use to generate money to give to mission organisations which are linked to people in our community, this could be local or further afield in Samoa, Tuvalu, Rarotonga etc. We are looking to send a Year 7/8 mission team to Cambodia and Fiji in the future.

The most critical factor in ensuring authentic, powerful, life-changing special character influence is found in the teaching staff. We endeavour to do this in a number of ways. Once a week teachers engage in special character professional learning. We pray as a staff on Monday mornings and have angels and mortals on-going through the year so that all staff are covered in prayer and a culture of care and consideration for others is fostered.

This is an area for development and careful consideration for the future and certainly one we will be putting much prayer and resources into in the future.

Highlights - ERO has visited for the Assurance Review. They were very positive and say we are further ahead than many start up schools by this time in the journey. They were struck by the warmth of relationships across the school. The interaction between people, young and old, is respectful and caring. They believe this is the bedrock of what gives them confidence that we are fit for purpose and have built a sustainable, collaborative learning community. This is very encouraging, not only from an educational perspective but highlights the impact of God in a special character school and how He enables us to work through conflict, etc. and has enabled us to meld together as a team from two different learning communities who did things differently and were under considerable stress with the move and closure of schools. We have visitors to our school often and the most common comment is how happy, engaged and loving the students are. It is a privilege to be part of what God is doing in our midst.

Challenges - As previously stated, the most critical factor in ensuring authentic, powerful, life-changing special character influence is found in the teaching staff. It is imperative that we have a PL programme that ensures staff are well equipped and challenged to live a life of grace and passion for the Saviour and to impart this to the children in their care. To teach as disciples, leading their students to a thorough, living understanding of the scriptures and what it means to live as a Christ-follower in the world today. This will be a future focus - to source excellent PL material for our teachers and to have an induction programme which does the same for new teachers at our school.

Developing a strong prayer team within the parent community. Our prayer team is currently small and in need of a boost. A future initiative is to start a 'Get Mums in Touch' group which may inspire a greater uptake of praying parents, sharing of needs and ministering to one another so that our community is meeting the needs of families in a wider context which is ultimately hugely beneficial to the students in those families.

SELF REVIEW PROCESSES

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

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

Student feedback is gathered intentionally at the end of each unit of work and through wellbeing 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 and 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.

As we are not yet a year old we have not had the benefit of the Proprietor triennial review recommendations to deliver the vision of the Land Trust. It would be good to have a discussion around what this looks like and we welcome the Land Trust sharing their vision for JCS with us.

ACTION POINTS

The areas to be focused on from our emerging review would be:

- Teacher Professional Development in the area of authentic discipleship through the teaching and learning programme.
- Developing strong prayer backing from the parent body which is formalised, faithful and an arm of ministry to the community.

STAFF DEVELOPMENT PROGRAMME

Special Character Professional Development:

Each Wednesday morning of the school year, the Deputy Principal has led staff professional development for the purpose of encouraging the teachers' growth as Christian educators. She has purposefully targeted their worldview, personal relationship with God and sought to inspire them to a greater cognisance of God at work in their daily practice. As JCS was effectively a new school at the beginning of the year, bringing together staff from two different schools, I did not want to assume that we were all on the same page in terms of our worldview understandings. Before unpacking a Biblical worldview, time was spent exploring the overarching concept of a worldview, i.e. epistemology, axiology, ontology, teleology, etc. Teachers unpacked how other worldviews' answers the big questions of life such as, "Who am I? What is truth? How do we know what we know? Where are we going?" Among the worldview we explored the prevalent ones expressed in society and education today: secular humanism, Marxism, postmodernism etc.

Having laid a foundation around the concept of worldview, some time was spent exploring what it means to have a Biblical worldview concerning important aspects of life: marriage, discipline of children, money, government, entertainment etc. Eventually, we explored and discussed the prevalent secular worldviews and how they are expressed in education. Finally, we unpacked current educational practices from a Biblical worldview.

While the first half of the year had a more academic, knowledge base bent to the professional development, the second half of the year has been more reflective – more heart than head. We have been reading chapters from Dr Marion Sanders' book, "Memoirs of a Follower." Marion is a lecturer at Bethlehem Tertiary Institute. Teachers have read a chapter and then spent the following week asking the Lord to highlight aspects of their daily teaching practice that address the key message of the chapter. One example is that there is a chapter called, "Pride Comes Before a Fall." In this chapter, Marion shared an incident from her own teaching experience in which she had flippantly used the Word of God. The Lord had challenged her on this by reminding her that ALL of His Word is profitable for teaching, correcting and training in righteousness. In our professional development, the week following the reading of that chapter, the teachers were encouraged to ask the Lord to challenge them about ANY aspect of their practice that didn't model respect for Him or His Word to the children. The following session involved teachers being vulnerable with each other and sharing what the Lord had taught them. This has been a precious time of exhortation and humility.

Daily Discipleship Programme for Students:

The Deputy Principal has written the Daily Discipleship programme 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.

She wanted to write a devotional programme that 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 2 year cycle was being written for Daily Discipleship, therefore the top 8 aspects in response to the feedback from teachers were chosen. In that cycle, the students learn that God is:

- One God
- Faithful
- Holy and wise
- Peace
- Grace and truth
- Creative
- The Servant King
- Love

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

So, each term focuses on an aspect of God's character and our call. 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. Over the two years, children 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) and 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's why we want them to love Him with their heart, soul, mind and strength!



SCHOOL EVALUATION



SELF-EVALUATION CYCLE 2019 - 2021

	STRATEGIC	REGULAR
2019	Growing the roll and promoting the school - getting known in the area.	Well being Learning Area: Digital Technologies Key Competencies
2020	Special Character (External) ERO (External)	Finance Support staff Learning Area: Mathematics Special needs
2021	Developing the campus	Health & Safety Learning Area: Languages Property



Confirmed Report

NEW SCHOOL ASSURANCE REVIEW REPORT

Jireh Christian School

Location: Avondale, Auckland

Ministry of Education profile number: 781

October 2018

Jireh Christian School

1 Introduction

A New School Assurance Review is a review of particular areas of school performance and is undertaken to specific terms of reference.

New School Assurance Reviews are generally undertaken within the first year of the school's opening.

Terms of Reference

This review is based on an evaluation of the performance of Jireh Christian School. The terms of reference for the review are to provide assurance to the community:

- that the school is well placed to provide for students
- that the school is operating in accordance with the vision articulated by the board of trustees.

2 Context

Jireh Christian School opened in February 2018 for students in Years 1 to 8. It is a state integrated school under the proprietor, Kingsway Trust. There are currently 215 students.

3 Background

Jireh Christian School draws from the histories and well-established traditions of the former Immanuel Christian and Jireh Schools. This has provided a unique opportunity for sharing expertise, resources and communities to form a new school community in Avondale. The vision for Jireh Christian School is to be 'a Christ centred community where learners are nurtured to glorify God'. The school's valued outcomes are for students to become Christ centred, confident, connected, contributing, and continually learning.

The school has been established under the guidance of an establishment board (EBoT) that includes representatives of the proprietor and parent community. A new board will be elected in 2019 at the time of the national triennial board elections.

The school is located on the previous Immanuel Christian School site. Significant work was done in Term 4 of 2017 to manage the challenge of closing both former schools while simultaneously preparing for the opening of the new school. Classrooms have been transferred to the site from the old Jireh School, and resources from both schools have been selected for use in the new school. New furniture, equipment and resources have been installed to support the curriculum and student learning.

The school is a member of the community of learning, Ki Atua hei te Kororia Kāhui Ako, with two other Christian school.

4 Findings

Preparatory work to ensure the opening of the Jireh Christian School was very well managed by the EBoT, the principal and senior leaders, guided by the governance facilitator. This good management continues, and the school is well placed to support students' learning and wellbeing. Coherent frameworks for strategic and annual planning guide the school's direction and development. These frameworks are based on principles related to the school's special character and to the *New Zealand Curriculum (NZC)*.

Senior leaders and the EBoT have consulted with parents in order to get their perspectives as they develop the school's charter. The charter's vision and valued outcomes are evident in leadership, teaching practice, and curriculum. The inclusive environment and practices, and trusting relationships encourage the participation and contribution of students from diverse cultures and those with additional learning needs. Relevant systems and practices for monitoring students' wellbeing and attendance also support students to engage in learning.

Classroom observations showed students who relate well to others and were focused on their learning. Consistent teaching approaches were evident throughout the school, including inquiry learning, and supporting students to know their achievement and next learning steps. The school is now well prepared for digital learning and use. Recent fibre connectivity should now complement the EBoT's provision of resourcing and infrastructure.

Senior leaders have established well-considered documentation to guide teaching practice, curriculum delivery, and assessment and reporting. Baseline data has been collated from relevant assessment tools and from literacy and mathematics progressions aligned to the NZC levels. This information will be useful to identify progress at the end of the year. Staff have a deliberate focus on supporting the progress of students needing to make accelerated progress.

The school's commitment to biculturalism is reflected in documentation, environment, classrooms and practices. The Whānau Kōrero group meets regularly to support Māori children's success at the school, to guide relevant tikanga for school events and practices, and to support the curriculum. The school's kapa haka is a strong and enthusiastic group that includes children of all ages and cultures. Students capably lead performances at school events and to welcome visitors to the school.

Senior leaders demonstrate well-considered professional leadership. They work collaboratively with teachers to build shared understandings of effective teaching practice. Relevant professional learning is supporting the development of shared knowledge and teaching practice expectations. These processes have been strategically implemented and appropriately paced for this first year of school development.

Performance management processes emphasise a collective and supportive approach to growing professional practice. The principal recognises the need to further clarify roles and responsibilities regarding teachers' performance management. Appraisal procedures should include written feedback related to teachers' appraisal goals, and a summary report that states whether the Standards for the Teaching Profession have been met.

Senior leaders demonstrate a strong commitment to evaluation and reviewing for improvement. They have set relevant priorities that include further developing:

- students' growth as assessment-capable learners
- moderation of student achievement
- partnership with the school's parent community
- staff appraisal procedures and practices
- teachers' capability to integrate digital learning in class programmes
- teachers' inquiry and evaluation capability

Board assurance on legal requirements

Before the review, the board and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- school management and reporting
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management

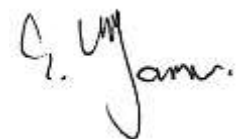
During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance

Conclusion

Preparatory work for the opening of Jireh Christian School has been very well managed by the establishment board, principal and senior leaders, guided by the governance facilitator. This good management continues, and the school is well placed to support students' learning and wellbeing. The charter's vision and valued outcomes are evident in leadership and teaching practice, and in the inclusive and supportive environment throughout the school.

ERO is likely to carry out the first full review of the school by the end of the third year of the school's operation.



Steve Tanner
Director Review and Improvement Services
Te Tai Raki - Northern Region

School Statistical Profile Information

School information

Name: Jireh Christian School	MoE Profile #781
School Type: Full Primary- State Integrated	Website: https://jireh.school.nz/
Street address: 63 St. Georges Road, Avondale	Telephone: 09 836 6913
Postal address: as above	School email: administration@jireh.school.nz

Principal and board contact

Principal name: Sandra Bosman	Email address: sandra.bosman@jireh.school.nz
Mobile: 021 428 233	Direct dial: 09 836 6913 ext. 217
Board chair name: Graeme Budler	Email address: principal@kingsway.school.nz
Mobile: 0211352395	Postal address: 100 Jelas Road, Orewa

Student Roll

Girls	108	Boys	107	Total = 215
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Number of Students by ethnicity (add ethnicities and number as applicable)

Māori	23	Fijian	6
NZ European/Pākehā	62	Pilipino	8
Samoan	18	Indian	20
Tongan	8	Sri Lankan	1
Niue	2	European other	2
Zimbabwean	6	South American	5
South African	4	Laos	1
Nigerian	2	Moldovia	2
Malaysian	4	Thai	1
Namibian	2	Indonesian	6
Tuvaluan	5	Korean	11
Chinese	19		

International Students <i>List by ethnicity</i>	Number	International Students continued	Number
none			

Teaching staff

Number of teaching staff <i>Include senior managers, teachers, guidance counsellors and other specialists</i>	15	Other staff <i>Include administration and support staff</i>	10
Number of practising teacher certificates that have been issued or renewed in the past 12 months? (for Education Council Audit)	Number issued		Number renewed 4
Is the school currently employing provisionally registered teachers? (STC = Subject to Confirmation, LAT = Limited Authority to Teach)	Year 1 1	Year 2	STC 2 LAT

Is there a hostel associated with the school? Yes/No	Number of students
Hostel director and contact:	None





SCHOOL REPORTS

Annual Summary - MANU LEARNING AREA

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

Introduction:

The Manu Learning Area has 4 classes, 2 of which are multilevel and 2 of which are job-share. We have 93 students currently and are expecting 10 more in Term 3 and 7 more in Term 4.

Strengths:

The Manu team has experienced, professional teachers who are committed to presenting a Biblical worldview and developing the foundational skills necessary to be continuous learners. Our team has made the transition to the “new” school with great cohesion between the team members which came from both schools.

Teachers are confident to share their expertise in areas and the introduction of “rotations” for Topic and Arts has been beneficial in using teacher strengths. This has given opportunity for the students to work with all teachers in the syndicate and has created a strong collegiality among teachers.

We have a fortnightly Learning Area assembly where we focus on our devotional programme at an age appropriate level and encourage community.

There is room for staff members to develop in their leadership skills and ability. Teachers have regular team meetings where they discuss any concerns about students and data, set goals for the students and feedback about how learning is going.

We have streamlined the use of the same sight words, phonics (Jolly Phonics) and handwriting (Casey Caterpillar) programmes across the area so that all teachers are using the same language and equipment. The team leader has given professional development sessions on these programmes. There is collaborative planning and discussion of individual inquiries as well as team reflections on teaching and programmes.

Introduction of Coding has been fantastic for developing STEM thinking. I-pads available in each class and interactive boards/smart TVS being used daily.

Parent participation on trips and in-class programmes e.g. being guest speakers for our Body topic is strong. Parents are supportive of teacher initiatives e.g. homework and help with simple administrative chores e.g. filing in some classes.

An information pack for school readiness has been put together for parents. This gives a wide range of information.

High attendance and punctuality due to buses.

New reading resources are greatly appreciated and are being used in the classroom programmes as well as for withdrawal groups for extra input.

The teacher aide support staff in the learning area are a vital part of the team.

Areas for Improvement:

Community not able to be as involved as they would like as not on site. Access to parents is more difficult.

Classrooms need a “refresh” e.g. carpets.

Students are not learning memory verses in early part of school and home buy-in has not been great.

Huge amount of work to set up “new” school e.g. resource rooms leaving teachers tired and energy depleted.

Classrooms are very small for the numbers especially with expected growth.

Opportunities:

PMP can start for the Year 0/1s as we have a spare classroom where equipment can be set up. Transition to school is in progress with a few kindergartens having been approached for visits to our Year 0 class.

Threats:

Bus fares next year may impact on roll due to increased costs.

Special Character

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

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

Accelerating Student Achievement: Maori

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

Raising Achievement Plan:

We have been working on becoming more bi-culturally responsive and to embed the practice of Maori learning as Maori, giving Maori culture and Te Reo a higher profile. This is being done in terms of learning content, pedagogy and world view.

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

Maori achievement

- A group of children from Manu were leaders for the powhiri for ERO's visit.
- All planning is looked at from a Biblical world view and from a Maori context. As part of learning enquiries students are intentionally answering questions about Maori world view.
- Te Reo is being taught intentionally and used as everyday language in the classrooms.
- Students learnt their mihi as part of their introductions at the beginning of the year.
- Whanau involvement at many opportunities.

NEG 1

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

This section could include:

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

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

- Young Engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist.
- Chess Power every Tuesday run by a specialist.
- Music lessons run by two outside agencies.
- Outside specialist to run our sport programmes e.g. soccer, cricket, swimming, touch and gymnastics.
- Rotations based on teacher strengths to ensure different learning needs are catered for. These have just started this term but will continue for the rest of the year.
- Coding (K'Nex) has been introduced this year with all students having a fortnightly session with a specialist teacher and the alternate week with the classroom teacher.
- Students participate in excursions/incursions outside the classroom e.g. school trips to Corbans Estate, art, Life Caravan, guest speakers.

2. REQUIRE GRAPH OF PAT RESULT FOR MATHS AND LISTENING.

This graph was for end of Term 1 Students who are at risk will have an action plan which teachers will review, carry through, to accelerate student's progress during the year

NEG 2

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

This section could include:

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

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

The school has two full time Teacher Aides who works across the school. They facilitate small groups ranging from phonics to reading comprehension. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and done in withdrawal groups.

Outside agencies are referred to when necessary. One child has RTLB and MOE Learning Language Intervention and one has support from MOE Advisor for Deaf Children.

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

<p>NEG 3</p> <p>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> - We have established Jireh outcomes and teachers are working towards a shared understanding of the outcomes with the students. We unpack these at Friday during assembly and each term we choose one which underpins the learning. - School wide planning reflects one outcome for the Term e.g. Term 2 = Continuous Learning. - The school has BYOD from Year 2 to Year 8. In Term 1 the children were encouraged to undertake the Digital Citizenship programme as a homework task. The uptake of this has been very slow and most student have not yet completed the programme. Parental supervision has been requested to ensure families are part of the cybersafety process and are onboard with what children are being exposed to. This was followed by an information meeting with the parents. In Junior Primary, iPads are used as part of Literacy and numeracy programmes. - Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning, take risks, to become 21st century learners.
<p>NEG 4</p> <p>A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Initiatives and programmes that lay a solid foundation for early learners • Examples of feedback and correspondence with parents
<p><u>Learning Area wide initiative:</u></p> <ul style="list-style-type: none"> - Manu learning area send a term overview at the beginning of each Term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home. - Teachers sends a weekly class newsletter to parents which may include tips to help with learning, notices about up-coming events and homework expectations. - A school newsletter is sent to family's fortnightly which shares information and includes a message from the principal. - We have Parent teacher conferences in Term 3. - We send a formal written report to parents, twice a year. - Parent feedback is welcomed in the form of emails, comments in the communication books and in books sent home for learning to be shared.
<p>NEG 5</p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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
<p><u>Literacy Programmes and initiatives:</u></p> <p>Writing Progressions – These are being used across the school with the Year 2s and 3s learning to set their next steps and plan their learning from them. The Year 1s are learning to use checklists to help them plan and write.</p>

Coding/Technology – teaching the students about design and adaptation of a design through the use of K’Nex.

BYOD is offered to Year 2-8 students to support teaching and learning in the classroom. Year 2 is the entry point and all students complete the L-Plates programme to ensure a good understanding of safe and responsible use.

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

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

Music – Many of the Manu students have keyboard and guitar lessons.

Sports – This year Manu has enjoyed Touch Rugby and Soccer sessions and later in the year we will have Swimming and Gymnastics lessons. Teachers also conduct fitness and other ball skills. Some of the Year 3s have participated in outside tournaments.

Arts – Classes receive wonderful art lessons from educators at Corbans Art Estate and Graham Braddock will be coming in Term 3.

Excursions/Incursions – Trip to Corban Estate, school picnic, Life Education Caravan, guest speakers on The Body so far in 2018.

Community Events – Manu Team Picnic, School Picnic at Cornwallis, whanau coming in as guest speakers, family barbecue, working bee.

NEG 6

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

This section could include:

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

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

ETAP: This 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 student’s academic progress on etap. They will update this every time they assess their students. Teachers will have their own assessment chart for tracking student’s progress like memorising memory verses, spelling words etc.

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

NEG 7

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

This section could include:

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

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

Ika Learning Area Years 4 - 6			
Annual School Report to the Board of Trustees			
Year	2018	School	Jireh Christian School
This report needs to reassure the BOT that effective education is happening in your area of the school.			
<p>NEG 9</p> <p>Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Actions and initiatives taken to identify and improve the progress and achievement of Maori learners. • How Te Reo Maori is incorporated as part of the teaching programme • PD for staff <p>School use http://www.tokureo.maori.nz/index.cfm/1,188,0,43,html/Series1 to teach Te reo to all students. Every class has at least 15mins of Te reo lessons once a week. Teachers are to use Maori words and make them visible for students in class. This must be related to the topic. Waiata are part of the school programme.</p> <p>At the beginning of Term 1, students learnt to say their mihi (at different levels, students learnt about Te Tiriti o Waitangi and made their own class treaties.</p> <p>Students participated in a mihi Whakatau to welcome the Education Review Office.</p>			
<p>NEG 10</p> <p>Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g. Kapa Haka, signage, powhiri, Ka Hikitia • Links with local Iwi and whanau • Programmes that make Maori achieve as Maori <p>School wide planning is done with Maori worldview in mind and a learning approach taken that is accessible by Maori.</p> <p>Whole school took part in a mihi whakatau with some children being part of the leadership team to lead the school in the performance of waiata and the haka.</p>			

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:

The Ika Learning Area has 3 classes, 2 of which are multilevel, (Yr.5/6) and one Yr. 4 class. We have 83 students, from Year 4 to Year 6.

Strengths:

The Ika team has experienced, professional teachers who are committed to integrating learning from a Biblical worldview. Teachers are encouraged to use their strengths, talents and expertise in teaching and learning to inspire, challenge and support Ika students in their academic, spiritual and physical development.

As a learning area, we have two assemblies during the week. The reasons for this, is to form unity as a learning area and establish student led assemblies on Thursdays. This encourages student leadership and strong collegiality among teachers and students. We've discovered that student led assemblies influence other students to participate and learn from their peers. It provides an opportunity for students to share their faith or how God is working in their lives.

This Term we will have weekly learning area meetings which will be essential for teachers to support and discuss teaching and learning.

We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas. This provides rich learning for Ika students.

Ika students are learning together as a whole group in Fitness, Sports and Inquiry. This has provided rich learning experiences for students to collaborate across the learning area to form relationships and understand unity.

We have a variety of new resources which have supported Ika students learning.

Students have experienced many successes with 21st century learning and the value of student agency. This has certainly been evident in students' positive attitude to goal-setting as well as taking ownership of their learning.

Inquiry learning has enabled students to experience the processes of learning, gaining new knowledge. The key steps in a learning journey are stimulated by inquiry, with a student-centred approach, and a move to self-directed learning.

The majority of students from Morihana and Taraute bring their own device to school to support their learning.

Challenges:

1. Lateness, leaving early from school and extended family holidays remain a school challenge.
2. Disruption to class due to behaviour and special needs students which can exhaust the teacher and put other children at risk. This means a lot of time is being spent on one child which takes away from the other students.
3. Staff changes/teacher turn over. This can be unsettling for students and colleagues.
4. Community not able to be as involved as they would like as not on site. Access to parents is more difficult with some many students coming on buses.
5. Students in Kahawai without access to one to one device.

Threats:

1. Bus fares next year may impact on roll due to increased costs.

Special Character

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

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

Accelerating Student Achievement: Maori

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

Raising Achievement Plan:

We have been working on becoming more bi-culturally responsive and to embed the practice of Maori learning as Maori, giving Maori culture and Te Reo a higher profile. This is being done in terms of learning content, pedagogy and world view.

Collaborative inquiry is being done with target students who are at risk. The focus group is for Pacifica boys writing but it includes other students who are at risk.

Intense small group teaching using scaffolding, peer teaching and using the white board tables to write on is contributing to greater success for at risk students.

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

- A group of children from Ika were leaders for the powhiri for ERO's visit.
- All planning is looked at from a Biblical world view and from a Maori context. As part of learning enquiries students are intentionally answering questions about Maori world view. Tataiako, cultural competencies are used to ensure Maori are learning as Maori.
- Te Reo is being taught intentionally and used as everyday language in the classrooms.
- Classes follow an online te reo programme for 15mins, weekly.

- Students learnt their mihi as part of their introductions at the beginning of the year.
- Whanau involvement at many opportunities.
- Small group teaching

NEG 1

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

This section could include:

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

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

- Young engineers programme which encourages critical and innovative thinking using Lego. This is run by a specialist. It focuses on the STEM subjects.
- Chess Power every Tuesday, run by a specialist.
- Music lessons run by two outside agencies.
- Outside specialist to run our sport programmes e.g. soccer, cricket, swimming, touch and gymnastics.
- Ika students are learning together e.g. Fitness, Sports and Inquires. This has provided rich learning experience for students to work with other students from other classes. Utilising teachers' expertise.

Inquiry learning has enabled students to experience the processes of knowledge creation and the key attributes have been learning stimulated by inquiry, with a student-centred approach, and a move to self-directed learning, and an active approach to learning.

- Coding (K'Nex) has been introduced this year with all students having a fortnightly session with a specialist teacher and the alternate week with the classroom teacher.
- Students participate in excursions outside the classroom e.g. school trips to Corbans Art Estate, Life Caravan, dance sport, guest speakers, technology ignition.
- Weekly drama classes run by experts.

NEG 2

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

This section could include:

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

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

The school has two teacher aides who works across the school. They facilitate small groups for reading comprehension to math strategies and number knowledge. These groups are fluid and are on a needs basis as determined by teachers. Assistance is in-class and done in withdrawal groups. ESOL students get in class support and in small groups. One student has one on one ESOL tuition twice a week.

Outside agencies are referred to when necessary.

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

<p>NEG 3</p> <p>Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> - We have established the Jireh valued outcomes and teachers are working towards a shared understanding of the outcomes with the students. We unpack these at Friday during assembly and each term we choose one which underpins the learning. - School wide planning reflects one outcome for the Term e.g. Term 3 = Confident and contributing Learners. - The school has BYOD from Year 2 to Year 8. In Term 1 the children were encouraged to undertake the Digital Citizenship programme as a homework task. School opened the use of any device not only iPad. This has contributed to more students bringing a device to school. - Teachers plan to genuinely look at ways on how to implement tasks that will allow students to develop these skills/values from the Jireh Outcomes. To integrate how students can be confident in English, Sports, Faith etc. - Co-construction of research questions for inquiry studies. This encourages students to take ownership of their learning, take risks, to become 21st century learners.
<p>NEG 4</p> <p>A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Initiatives and programmes that lay a solid foundation for early learners • Examples of feedback and correspondence with parents
<p><u>Learning Area wide initiative:</u></p> <ul style="list-style-type: none"> - Ika learning area send a term overview at the beginning of each Term to inform parents of the class programmes for the curriculum areas. This will help parents support and extend their child's learning at home. - Teachers sends a weekly class newsletter to parents which may include tips to consolidate and enhance learning, notices about up-coming events and homework expectations. - A school newsletter is sent to family's fortnightly which shares information and includes a message from the principal. - We have Parent teacher conferences in Term 2. - We will send a formal written report to parent in Term 3. - Parent feedback is welcomed in the form of emails, comments in the communication books and in books sent home for learning to be shared. - Ika have Class Dojo which allows parents to see what students are learning and where they can give feedback or make comments to the teacher. Students can make comments and give feedback on this app too.
<p>NEG 5</p> <p>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.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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
<p><u>Literacy Programmes and initiatives:</u></p> <p>Writing Progressions – These are being used across the school. Students set their own goals.</p>

<p>Coding/Technology – teaching the students about programming through the use of Scratch and creating Stop motion animation.</p> <p>BYOD is offered to Year 2-8 students to support teaching and learning in the classroom. Students use their device to support their learning.</p> <p>21st Century learning – Teachers support students to co-construct learning by using Learning Intentions, Success Criteria and feedback. Students are encouraged to take ownership of their learning by being able to articulate their next steps and formulate a plan.</p> <p>Specialised People are used to support students in Sports, Arts and Technology. Opportunities such as;</p> <p>Music – Ika students have keyboard and guitar lessons.</p> <p>Sports – Ika has enjoyed Touch Rugby and Soccer sessions and later in the year we will have Swimming and Gymnastics lessons. Teachers also conduct fitness and other ball skills. Some students have participated in outside tournaments.</p> <p>Arts – Classes receive wonderful art lessons from educators at Corbans Art Estate and Graham Braddock will be coming in Term 3.</p> <p>Dance Sport will be done in Term.</p> <p>Drama lessons offered by experts.</p> <p>Excursions and special events – Trip to Corban Art Estate, school picnic, Life Education bus, guest speakers on The Human Body are among some of the varied learning experiences.</p> <p>Community Events – School Picnic at Cornwallis, whanau coming in as guest speakers, family barbecues, working bee.</p>
<p>NEG 6</p> <p>Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Examples of programmes that map learning objectives • Examples of how students’ progress is tracked • Examples of how programmes are personalised i.e. Students are no longer grouped in cohorts
<p>Planning: Teachers use a planning template for planning and reflection after the unit. We plan all areas together, this has been effective, where teachers are working collaboratively and sharing different ideas. This only provides rich learning for Ika students. Teachers add specific lessons to planning and make it their own.</p> <p>ETAP: The teachers use formative and summative assessment to track students’ progress and achievement in Reading, Writing and Mathematics. They also use assessment to inform their teaching and planning. Teachers record and track students’ academic progress on eTap. They will update this every time they assess their students. Teachers will have their own assessment chart for tracking student’s progress like memorising memory verses, spelling words etc.</p> <p>INDIVIDUALISED PROGRAMME: Students who are achieving below or well below will have an action plan or IEP which the teacher will refer to, review and adapt to monitor and accelerate student progress. Students who receive ministry funding will have a specific plan in certain areas to cater for their learning needs. The implementation of this programme is the responsibility of the classroom teacher.</p>
<p>NEG 7</p> <p>Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Examples of programmes catering for GATE • Examples of programmes catering for students with specific learning needs
<p>GATE: Students who are working above are extended in the classroom, where learning is catered to their specific needs by using collaborative learning, writing and mathematics progressions. Homework and inquiry projects done in class also provide extension opportunities.</p>

<p>We currently have one student who attends Mind Plus and another who attends the Forest School, weekly.</p>
<p>NEG 9</p> <p>Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Actions and initiatives taken to identify and improve the progress and achievement of Maori learners. • How Te Reo Maori is incorporated as part of the teaching programme • PD for staff <p>School use http://www.tokureo.maori.nz/index.cfm/1,188,0,43,html/Series1 to teach Te reo to all students. Every class has at least 20mins of Te reo lessons once a week. Teachers are to use Maori words and make them visible for students in class. This must be related to the topic. Waiata are part of the school programme.</p> <p>At the beginning of Term 1, students learnt to say their mihi (at different levels) students learnt about Te Tiriti o Waitangi and made their own class treaties.</p> <p>Students participated in a mihi Whakatau to welcome the Education Review Office.</p>
<p>NEG 10</p> <p>Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Actions and initiatives to recognise and acknowledge the bicultural heritage of New Zealand e.g. Kapa Haka, signage, powhiri, Ka Hikitia • Links with local Iwi and whanau • Programmes that make Maori achieve as Maori <p>School wide planning is done with Maori worldview in mind and a learning approach taken that is accessible by Maori.</p> <p>The whole school took part in a mihi whakatau with some children being part of the leadership team to lead the school in the performance of waiata and the haka as part of the kapa haka group.</p>



Tiwai Learning Area Years 7 and 8

Annual School Report to the Board of Trustees

Year

2018

School

Jireh Christian School

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

Annual Summary - TIWAI LEARNING AREA

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

Introduction:

The Tiwai Learning Area has 2 classes, both of which are multilevel, i.e. Year 7 & 8. There are 35 students in total, with 15 in one class and 20 in the other. There is an even gender mix across the year group with 17 females and 18 males. The mix within the classes is skewed, though, with Greta Mackie's class being male-heavy while Charmaine Stoffels is female-heavy. Of the 35 students, 13 identify as Pakeha, 9 as Indian, 5 as Pacific Islanders, 3 as Maori, 2 as Korean, 2 as Other European, and 1 as African. In Year 7 & 8, there is one Very High ORS-funded student (with 2 part-time teacher aides). 4 students have significant learning gaps – 2 of these in all areas of learning. There is also one Korean-speaking student who has little or no English. 4 of these 6 students are all in the larger of the two classes.

Strengths

The Tiwai team has experienced and passionate teachers, both of whom are relatively new to teaching in Year 7 & 8. While they have both taught this level of the school in the past, times and students have changed. Despite the challenges encountered because of this, it is acknowledged that both teachers have many years of teaching experience under their belts. Their Leader of Learning has taught these year levels for many years. This team is highly committed to preparing children for their high school years, academically, emotionally and especially spiritually. The team has specific strengths in diverse areas of the curriculum and the teachers are learning to work together to capitalise on these strengths.

As a learning area, we have worked hard to provide the students with a great variety of learning opportunities, including growing leadership gifts where these are evident. The House Leaders for each house are drawn from Tiwai. These students were chosen prayerfully at the beginning of the year, and it has been their responsibility to help organise the school picnic, look out for students during morning tea and lunchtimes, sit with challenging students during whole school assemblies, as well as serve the school body by leading one assembly per term. They also are responsible for stocking the toilets with paper and handtowels. At the beginning of the year, all students in Tiwai were offered the opportunity to choose an area of service in the school. Many chose to be wet-day monitors, bell monitors, bus monitors and Assembly tech/set-up monitors. At all times, the students of Tiwai live with the expectation that they are to be positive role models for ALL students, in life, in faith, in conduct and in speech.

The Tiwai team has a Learning Area meeting every second Tuesday during which students are prayed for, discussions are held around learning issues, and support is provided in a collegial and collaborative way. The discussions that take place around pedagogy and worldview are rich and stimulating. The teachers in this team really enjoy "chewing the fat" around educational issues.

We plan Inquiry together, and increasingly, the teachers are working more closely when planning their core curriculum. Where one has a strength in Maths, that knowledge and understanding is shared and where the other has a strength in Writing, that is shared in like manner. The Leader of Learning has often shared units of work to reduce instances of "reinventing the wheel."

Tiwai students are taught Maths in their year group cohort. This has been a positive move for the learning of some students. They also have worked collaboratively during their Technology sessions with Kevin Alexander, and at Elim (MAC) where the students are grouped by year level, in the main. A highlight for Year 7 & 8 students has been having access to the Science lab where Greta Mackie has provided rich learning experiences for students. Every Wednesday of Term 2 & 3, they have been buzzing about the depth of their learning and the opportunity to feel like real scientists.

The teachers diligently source texts and learning resources that enhance the Tiwai programme. These resources have provided structure and accountability for the students. They know what they are learning and also have valuable revision tools at their fingertips.

Students in Tiwai were encouraged from the beginning to either purchase a laptop or Chromebook as the preferred devices. However, because it was optional, some chose not to bring either type of device, or they opted for an iPad/tablet which mostly was not very appropriate for the learning at this level. The careful selection of websites for students to access has determined how much value has been added to student learning.

Students have been provided with well-chosen “add-ons” such as Sports Camp, WoW Week, Puberty Plus, Life Education, Goat Island snorkelling and end of year camp.

Challenges/Weaknesses

- A few students regularly leave school early and/or take extended family holidays. These absences have significantly impacted student learning and progress.
- Disturbing behaviour of special needs’ student that has been difficult to discipline and moderate. At times, this has resulted in the destruction of other students’ work and property.
- A continual squeezing of the timetable impacting core curriculum.
- Technological unreliability has impeded progress and stunted learning opportunities – devices regularly “dropping off” the network due to weak wifi/internet capabilities. This has produced frustration for both students and teachers.
- Being Year 7 & 8 in a primary school setting. There seems to be a general lack of understanding that the programme for these students needs to be different. It’s not a case of Year 7 & 8 being “big” primary school students, they are more aptly described as pre-high schoolers. The challenge that comes with this is maintaining unity with the whole school setting while also acknowledging different learning needs and timetabling.

Opportunities

- Greater levels of support for teachers who have to run individualised learning programmes due to severe learning gaps.
- Clarity and decisiveness regarding acceptable devices to be used at this level of the school. Optional isn’t an option anymore.
- Possible restructuring of teaching and learning so that teachers are teaching to their strengths, while also being supported in their weaker subject areas.
- Well-chosen “add ons” can make the Tiwai area of the school appealing – quality not quantity.

Threats

- Parents at lower levels of the school not understanding the importance of stability at Year 7 & 8; a false understanding that the move to high school happens best at the end of Year 6, instead of at the end of Year 8. This is exacerbated by the presence of a Christian school only 5 kms away, and another one with familial allegiance.
- Bus will cost next year to come to JCS but will be free to KingsWay School. This will be a draw factor for students from the old Jireh community who do not live in Avondale or the surrounding areas.

Special Character

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

- All planning is based on the creation, fall, redemption and restoration model. This model integrates biblical truths, knowledge and skills that will shape our students' thinking and engagement.
- Daily Discipleship programme takes on a variety of forms..... engaging students and encouraging them to love the Lord with all their heart, soul, mind and strength.
- Special character is foundational to all areas of the curriculum and is integrated throughout the curriculum area. Planning is done around an overarching characteristic of God that has a human response attached to it. Based on a "His character.....our call" structure.
- House leaders lead a whole school assembly on Fridays, once per term, focusing on one of the Jireh Student Outcomes.
- Practical expression of life and faith is evidenced in supporting younger students during assembly time, and in the school environment/playground.
- Students memorise scripture weekly and engage in peer-to-peer Bible study and reflection times.
- Prayer requests are made known every day and students willingly pray for each other.
- Students are encouraged to share testimonies and pray with each other in class.

Accelerating Student Achievement: Maori

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

Raising Achievement Plan:

In Tiwai, high profile is given to honouring Te Reo as a normal part of the classroom environment. Senior students have taken leadership positions in kapa haka as the kaikaranga and leader of the haka. Furthermore, students who identify as Maori have been part of target groups for individual teachers' inquiries around raising the standard of writing. While the primary focus has been on Pasifika boys, Maori students have been included in this initiative.

Intense small group teaching using scaffolding, directed teaching that targets specific needs and collaborative/supportive learning environments have all been intentional to help Maori achieve as Maori.

<p>Modified conditions to ensure student progress and achievement for Maori achieving as Maori:</p> <ul style="list-style-type: none"> • Students are given honour as kapa haka leaders for special occasions such as the school's official opening, carving blessing ceremony and ERO visits. • All planning is looked at from a Biblical world view as well as identifying the Maori worldview. • Te Reo and tikanga are being taught intentionally and used as everyday language and procedure in the classrooms. • Whanau involvement at many opportunities. • Small group teaching. • Moderated teaching approaches include creative, hands-on and concrete experiences.
<p>NEG 1</p> <p>The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • 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
<p>Students in Tiwai participate in a number of programmes offered by the school to cater to diverse learning:</p> <ul style="list-style-type: none"> • Chess every week, run by a specialist. • Music lessons run by two outside agencies. • Outside specialists to run our sports programmes e.g. soccer, cricket, swimming, touch and gymnastics. • A variety of approaches to teaching and learning are experienced in the classroom - quiet independent learning, peer-to-peer learning, collaborative group tasks etc – all these acknowledge the differing preferences for learning found in the student body. • Digital Technology (3D printing, coding etc) has been introduced this year with all students having a weekly session with a specialist teacher. Teachers are involved and learning, too. • Term 2 & 3: students engage in Hard Materials, Soft Materials, and Food Technology at Elim MAC with specialist teachers. • Musical Theatre is provided by an outside agency. • Sports Camp at Totara Springs Christian Camp.
<p>NEG 2</p> <p>Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Learning support programme description • Example of IEPs
<p>The Leader of Tiwai is also the SENCo so she oversees the school's Learning Support programme and conducts IEPs. A very positive and supportive relationship has been built with the RTLB assigned to JCS, and she is regularly in the school providing support, doing observations and ensuring our students are accessing the help they need. MOE support staff are, in the main, very helpful, too, especially the assigned Speech Language Therapist, Occupational Therapist and Psychologist. Much communication takes place between them and the SENCo.</p> <p>As Tiwai has a Very High Needs ORS student, other support workers are regularly in school. The Outreach Support worker from Oaklynn Special School works with this student every Tuesday, providing assistance and ideas for his teacher aides to put into action. RTLB support and applications are in process for other students in need of additional assistance.</p>

Aside from the specific teacher aides for our ORS student, Tiwai has a couple of students who receive ESOL support outside the classroom, while a small number of students receive in-class support from school teacher aides in the areas of Maths and Writing.

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

NEG 3

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

This section could include:

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

Tiwai teachers diligently share and unpack the JCS Student Outcomes with their students. These are also further unpacked in whole school assemblies.

School-wide planning reflects one or two outcomes for the Term e.g. Term 4 = Christ-centred as evidenced by faithfully displaying the fruit of the Spirit and making decisions based on a Biblical worldview. The focus of learning in Inquiry for this term is Tsunami Response from both scientific and social science perspectives. The students will be encouraged to apply their developing content knowledge to how they outwork the valued student outcome of Christ-centredness. For example, maintaining peace and confidence in the sovereignty of God in the midst of turmoil. They will also be applying their local knowledge to the development of a tsunami evacuation plan for the school.

JCS encourages BYOD from Year 2 to Year 8. While this has not been without its complications, the students in Nikau are particularly adept at utilising technology in the presentation of their learning and in creating appropriate responses to the teaching programme. Kotukutuku class has been unable to connect successfully to the internet for a great portion of the year. Nikau class also has their own website, designed by Greta Mackie. It is the main port of call for communication with parents about learning. It also contains several valuable digital resources that aid students who have learning challenges, such as Natural Reader, ReadWorks (with voice over reading options) etc.

Digital Technology afternoons with Kevin Alexander have provided students with opportunities to develop designs, using coding, to produce 3D printed name tags.

The Science programme taught on Wednesdays has also been a valuable learning opportunity to develop critical thinking skills, problem-solving as well as deep scientific concepts. This knowledge base is necessary for any genuine development of solutions to challenges faced in our world.

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

Tiwai Learning Area sends a term overview letter at the beginning of each term to inform parents of the class programmes for the curriculum areas. Not only does this inform parents but it also provides them with opportunities to lend their knowledge and expertise to the learning programme.

Teachers send regular class newsletters to parents informing them of current learning foci within the class. These newsletters also outline homework requirements which are always related to the learning in class. Homework is an important component of the Tiwai programme as students must

learn to manage their time and work to deadlines, in preparation for high school when they will have several teachers making demands of their time.

A school newsletter is sent to families every fortnight which shares information and includes a message from Sandra.

Parent/teacher conferences took place in Term 2 and will do so again in Term 4. Charmaine Stoffels included students in a threeway conference in which students shared with their parents their learning goals and progress. A formal written report was given to parents in Term 3.

Parents give regular feedback via email and in face-to-face conversations with teachers.

NEG 5

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

This section could include:

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

Writing: The Writing Progressions provided by the Ministry are used across the school. Charmaine Stoffels is the curriculum leader of Writing throughout the school and has spent time upskilling teachers in the use of progressions. Tiwai learning area has spent considerable time unpacking the progressions and deciding on standards of achievement for each progression so that students are very clear about what is required to make progress.

Reading: Reading Progressions are being unpacked and it is hoped they will be referenced more in 2019. In the main, students in this area of the school are no longer learning to read but learning to critically thinking about and apply what they are reading. The focus is on deeper reading skills that will prepare them for engaging with higher level texts at high school, in which students must understand more and more subject-specific vocabulary.

Mathematics: Tiwai students are taught in year groups for Maths. This is intentional as Maths learning in this area of the school is necessarily incremental, in preparation for high school Maths. Greta Mackie has taught Maths to Year 10 and is highly competent in ensuring that Year 8 students are as prepared as possible for the learning that will take place in high school. As a Maths specialist, she has worked with Charmaine Stoffels in supporting Year 7 students to be prepared for the jump to Year 8 Maths. A Maths text book is used in the Year 8 programme. This is a valuable resource and one students have found most helpful in their learning.

Digital Technology: Students are learning coding and 3D printing as well as electronics.

21st Century learning: Students are increasingly learning to articulate what they can do, how they are going with their learning, and what their next learning steps are. They are also learning to give and respond to feedback from their teachers and peers.

Specialist teachers are used to support students in the learning areas of sport, Art, Digital Technology and Hard/Soft Materials Technology, and Mandarin (although this is not taught by a teacher).

Music: A number of Tiwai students participate in itinerant music lessons on the keyboard and guitar; the students of Nikau have learned the ukulele, while the students of Kotukutuku have learned Maori songs and stick/rhythm skills.

Sport: 14 students from Tiwai participated in the annual Sports Camp held at Totara Springs Christian Camp in Matamata, winning 9 trophies, including Sportsmanship Cup and Quality Living Trophy (based on Sport and Bible knowledge).

Creative Expression: Students who did attend Sports Camp participated in WoW (Week of Workshops) which included knitting, macramé, quilting, pot planting/stencilling, cardmaking and engineering/bridge building.

<p>Art/Mandarin: Tiwai students are taught by Rachel Robinson, as a specialist Art teacher, for 2 terms in a rotation with Mandarin language learning, taught by Irene Goh, a teacher aide.</p> <p>Special events: School picnic, Life Education bus, Puberty Plus course, EOTC events: Goat Island snorkelling, end of year camp at Kauaeranga Valley Christian Camp, Thames, Year 8 graduation celebration, pizza lunches for house leaders.</p>
<p>NEG 6</p> <p>Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Examples of programmes that map learning objectives • Examples of how students' progress is tracked • Examples of how programmes are personalised i.e. Students are no longer grouped in cohorts
<p><u>Planning:</u> Teachers use a schoolwide planning template for planning and reflection after the unit. The Deputy Principal plans the Daily Discipleship unit for each term, for the whole school, and teachers adapt the plan to best meet the age and stage of their students.</p> <p><u>eTap:</u> Tiwai teachers use formative and summative assessment to track students' progress and achievement in Reading, Writing and Mathematics. They also use the progressions to inform their teaching and planning. Inquiry (and other curriculum areas) are assessed against the learning intentions and often use a teacher-made assessment tool. Teachers record and track students' academic progress on eTap. From these records, school reports were generated. This data is also communicated to the Ministry by the Principal. Teachers maintain their own marks' books for in-class learning such as memory verses, spelling words (for those who need it at this level), journal/diary writing etc.</p> <p><u>Individualised Programmes:</u> As already mentioned, a number of students in Nikau have individualised learning programmes due to ESOL or learning challenges. As much as possible, these programmes are modified versions of the main classroom programme. However, sometimes this is simply not possible. As a result, much extra work is generated for teachers who need to develop a completely different plan. While IEPs are in place for funded students, Action Plans (APs) are written for students who may be achieving below the expected curriculum level. This will usually just be in one or two curriculum areas. Skilled teachers will differentiate their core classroom programme to meet the needs of students who challenge and who need extending. This will sometimes be seen in ability groups within the classroom.</p>
<p>NEG 7</p> <p>Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Examples of programmes catering for GATE • Examples of programmes catering for students with specific learning needs
<p>At present there are no students who fully meet the criteria for accessing GATE (Gifted and Talented Education) programmes. However, there are a few students in Year 8 with aptitude in literacy (reading and writing). Their programmes are differentiated to provide appropriate challenge and development of gifting.</p>
<p>NEG 9</p> <p>Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.</p> <p>This section could include:</p> <ul style="list-style-type: none"> • Actions and initiatives taken to identify and improve the progress and achievement of Maori learners. • How Te Reo Maori is incorporated as part of the teaching programme • PD for staff

The whole school uses the Toku Reo programme to teach Te Reo to all students. This has not been as possible for Tiwai due to technical difficulties and lack of resources. However, Charmaine Stoffels has used her time with students on Wednesdays (when two-thirds of Tiwai have been at Elim for Technology) to teach Maori language and tikanga. Waiata are used regularly in class worship times. In curriculum areas, teachers also seek to introduce Maori words for key concepts, e.g. Maori names for shapes, and Maori words for social science concepts such as kaitiakitanga (stewardship).

NEG 10

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

This section could include:

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

School-wide planning is done with Maori worldview in mind. This requires much support within the Tiwai team as no-one is Maori. Therefore, research is required into what the Maori worldview actually is around certain subjects.



CURRICULUM LEVEL ASSESSMENT DATA 2018

Jireh Christian School End Year 2018

Mathematics

	Level 1B	Level 1P	Level 1A	Level 2B	Level 2P	Level 2A	Level 3B	Level 3P	Level 3A	Level 4B	Level 4P	Level 4A	Level 5B	Level 5P	Total Below	Total At	Total Above	Total Pupils
Y1		72% (23)	19% (6)	9% (3)											0%	72% (23)	28% (9)	15% (32)
Y2	3% (1)	7% (2)	45% (13)	45% (13)											3% (1)	52% (15)	45% (13)	14% (29)
Y3			16% (5)	55% (17)	10% (3)	3% (1)	16% (5)								0%	71% (22)	29% (9)	15% (31)
Y4				15% (4)	19% (5)	54% (14)	4% (1)	4% (1)			4% (1)				15% (4)	73% (19)	12% (3)	13% (26)
Y5			8% (2)	4% (1)		8% (2)	54% (14)	12% (3)	15% (4)						19% (5)	54% (14)	27% (7)	13% (26)
Y6							14% (4)	17% (5)	48% (14)	17% (5)	3% (1)				14% (4)	66% (19)	21% (6)	14% (29)
Y7						5% (1)			15% (3)	40% (8)	20% (4)	10% (2)	10% (2)		20% (4)	40% (8)	40% (8)	10% (20)
Y8							13% (2)		7% (1)	13% (2)	33% (5)	27% (4)	7% (1)		33% (5)	60% (9)	7% (1)	7% (15)
Total pupils	0 % (1)	12 % (25)	13 % (26)	18 % (38)	4 % (8)	9 % (18)	13 % (26)	4 % (9)	11 % (22)	7 % (15)	5 % (11)	3 % (6)	1 % (3)		11% (23)	62% (129)	27% (56)	(208)

Mathematics All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	11	11.1%	59	59.6%	29	29.3%	99
	Female	0	0%	12	11.0%	70	64.2%	27	24.8%	109
	Total	0	0%	23	11.1%	129	62.0%	56	26.9%	208
Maori	Male	0	0%	4	28.6%	6	42.9%	4	28.6%	14
	Female	0	0%	1	9.1%	9	81.8%	1	9.1%	11
	Total	0	0%	5	20.0%	15	60.0%	5	20.0%	25
Pasifika	Male	0	0%	2	13.3%	11	73.3%	2	13.3%	15
	Female	0	0%	1	6.7%	13	86.7%	1	6.7%	15
	Total	0	0%	3	10.0%	24	80.0%	3	10.0%	30
Asian	Male	0	0%	1	2.7%	21	56.8%	15	40.5%	37
	Female	0	0%	2	6.3%	16	50.0%	14	43.8%	32
	Total	0	0%	3	4.3%	37	53.6%	29	42.0%	69
MELAA	Male	0	0%	1	14.3%	5	71.4%	1	14.3%	7
	Female	0	0%	3	21.4%	10	71.4%	1	7.1%	14
	Total	0	0%	4	19.0%	15	71.4%	2	9.5%	21
NZ/European	Male	0	0%	3	11.5%	16	61.5%	7	26.9%	26
	Female	0	0%	5	13.5%	22	59.5%	10	27.0%	37
	Total	0	0%	8	12.7%	38	60.3%	17	27.0%	63

Jireh Christian School Curriculum Levels End Year 2018 - Reading

	Level 1B	Level 1P	Level 1A	Level 2B	Level 2P	Level 2A	Level 3B	Level 3P	Level 3A	Level 4B	Level 4P	Level 4A	Level 5B	Level 5P	Total Below	Total At	Total Above	Total Pupils
Y1	9% (3)	47% (15)	38% (12)	6% (2)											0%	9% (3)	91% (29)	16% (32)
Y2	3% (1)	10% (3)	52% (15)	34% (10)											14% (4)	52% (15)	34% (10)	14% (29)
Y3			3% (1)	71% (22)	13% (4)	13% (4)									0%	74% (23)	26% (8)	15% (31)
Y4				12% (3)	4% (1)	54% (14)	15% (4)	15% (4)							12% (3)	58% (15)	31% (8)	13% (26)
Y5			4% (1)	16% (4)		16% (4)	24% (6)	20% (5)	12% (3)	8% (2)					36% (9)	24% (6)	40% (10)	12% (25)
Y6							10% (3)	14% (4)	38% (11)	31% (9)	7% (2)				10% (3)	52% (15)	38% (11)	14% (29)
Y7			11% (2)							21% (4)	37% (7)	26% (5)		5% (1)	11% (2)	21% (4)	68% (13)	9% (19)
Y8									7% (1)	13% (2)	33% (5)	13% (2)	7% (1)	27% (4)	20% (3)	47% (7)	33% (5)	7% (15)
Total pupils	2 % (4)	9 % (18)	15 % (31)	20 % (41)	2 % (5)	11 % (22)	6 % (13)	6 % (13)	7 % (15)	8 % (17)	7 % (14)	3 % (7)	0 % (1)	2 % (5)	12% (24)	43% (88)	46% (94)	(206)

Reading All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	16	16.3%	37	37.8%	45	45.9%	98
	Female	0	0%	8	7.4%	51	47.2%	49	45.4%	108
	Total	0	0%	24	11.7%	88	42.7%	94	45.6%	206
Maori	Male	0	0%	2	14.3%	6	42.9%	6	42.9%	14
	Female	0	0%	0	0%	5	45.5%	6	54.5%	11
	Total	0	0%	2	8.0%	11	44.0%	12	48.0%	25
Pasifika	Male	0	0%	2	13.3%	6	40.0%	7	46.7%	15
	Female	0	0%	1	6.7%	11	73.3%	3	20.0%	15
	Total	0	0%	3	10.0%	17	56.7%	10	33.3%	30
Asian	Male	0	0%	6	16.7%	13	36.1%	17	47.2%	36
	Female	0	0%	2	6.3%	10	31.3%	20	62.5%	32
	Total	0	0%	8	11.8%	23	33.8%	37	54.4%	68
MELAA	Male	0	0%	1	14.3%	3	42.9%	3	42.9%	7
	Female	0	0%	3	23.1%	7	53.8%	3	23.1%	13
	Total	0	0%	4	20.0%	10	50.0%	6	30.0%	20
NZ/European	Male	0	0%	5	19.2%	9	34.6%	12	46.2%	26
	Female	0	0%	2	5.4%	18	48.6%	17	45.9%	37
	Total	0	0%	7	11.1%	27	42.9%	29	46.0%	63

Jireh Christian School End Year 2018

Curriculum levels - Writing

	Level 1B	Level 1P	Level 1A	Level 2B	Level 2P	Level 2A	Level 3B	Level 3P	Level 3A	Level 4B	Level 4P	Level 4A	Level 5B	Level 5P	Total Below	Total At	Total Above	Total Pupils
Y1	63% (20)	31% (10)	3% (1)	3% (1)											0%	63% (20)	38% (12)	15% (32)
Y2	14% (4)	45% (13)	24% (7)	14% (4)		3% (1)									14% (4)	69% (20)	17% (5)	14% (29)
Y3		6% (2)	26% (8)	42% (13)	19% (6)	6% (2)									6% (2)	68% (21)	26% (8)	15% (31)
Y4				8% (2)	4% (1)	69% (18)	12% (3)	8% (2)							8% (2)	73% (19)	19% (5)	13% (26)
Y5	4% (1)	8% (2)		4% (1)	12% (3)	12% (3)	46% (12)	8% (2)	8% (2)						38% (10)	46% (12)	15% (4)	13% (26)
Y6							14% (4)	21% (6)	59% (17)	7% (2)					14% (4)	79% (23)	7% (2)	14% (29)
Y7	5% (1)			5% (1)				5% (1)	11% (2)	37% (7)	16% (3)	5% (1)		16% (3)	26% (5)	37% (7)	37% (7)	9% (19)
Y8									20% (3)	27% (4)	27% (4)	7% (1)		20% (3)	47% (7)	33% (5)	20% (3)	7% (15)
Total pupils	13 % (26)	13 % (27)	8 % (16)	11 % (22)	5 % (10)	12 % (24)	9 % (19)	5 % (11)	12 % (24)	6 % (13)	3 % (7)	1 % (2)		3 % (6)	16% (34)	61% (127)	22% (46)	(207)

Writing All students Years 1 - 8		Well Below		Below		At		Above		Total
		No	%	No	%	No	%	No	%	No
All	Male	0	0%	19	19.4%	58	59.2%	21	21.4%	98
	Female	0	0%	15	13.8%	69	63.3%	25	22.9%	109
	Total	0	0%	34	16.4%	127	61.4%	46	22.2%	207
Maori	Male	0	0%	3	21.4%	10	71.4%	1	7.1%	14
	Female	0	0%	1	9.1%	8	72.7%	2	18.2%	11
	Total	0	0%	4	16.0%	18	72.0%	3	12.0%	25
Pasifika	Male	0	0%	3	20.0%	8	53.3%	4	26.7%	15
	Female	0	0%	2	13.3%	12	80.0%	1	6.7%	15
	Total	0	0%	5	16.7%	20	66.7%	5	16.7%	30
Asian	Male	0	0%	6	16.7%	20	55.6%	10	27.8%	36
	Female	0	0%	1	3.1%	20	62.5%	11	34.4%	32
	Total	0	0%	7	10.3%	40	58.8%	21	30.9%	68
MELAA	Male	0	0%	0	0%	5	71.4%	2	28.6%	7
	Female	0	0%	6	42.9%	7	50.0%	1	7.1%	14
	Total	0	0%	6	28.6%	12	57.1%	3	14.3%	21
NZ/European	Male	0	0%	7	26.9%	15	57.7%	4	15.4%	26
	Female	0	0%	5	13.5%	22	59.5%	10	27.0%	37
	Total	0	0%	12	19.0%	37	58.7%	14	22.2%	63



SCHOOL TARGETS 2018

ANALYSIS OF VARIANCE 2018

Jireh Christian School Achievement Targets 2018	
Curriculum Areas:	Literacy - Writing
Key Competency:	Using language, symbols and text to construct meaningful communication.
Baseline Data:	The students will produce a writing sample in Term 1 and 4 and the progress measured in terms of curriculum writing levels from Year 1 - Year 8. e-asTTle will be used to measure progress.
Strategic Goal:	There will be a focus on a target cohort of students - Pacifica Boys Writing Year 1 - 8. This cohort will show significant progress in writing. Significant progress is going up 2 e-asTTle writing levels. They will be measured using the e-asTTle tool in Term 1 2018 and then again in Term 4 2018.

Expected results in March 2018	In March 2018 Pacifica boys were tested using the e-asTTle writing assessment tool and the following results were recorded:											
	Number of students at curriculum levels in Year levels											
Curriculum levels	1i	1ii	1iii	2B	2P	2A	3B	3P	3A	4B	4P	4A
Year 1	2											
Year 2	3											
Year 3			1									
Year 4				3								
Year 5				1								
Year 6					1			1				
Year 7				1					1			
Year 8			1									

Below

At

Above

ANALYSIS OF VARIANCE 2018

Expected results in November 2018	In November 2018 Pacifica boys were tested using the e-asTTle writing assessment tool and the following results were recorded:											
Curriculum levels	1i	1ii	1iii	2B	2P	2A	3B	3P	3A	4B	4P	4A
Year 1	3											
Year 2	1	1										
Year 3		1										
Year 4					3							
Year 5					1							
Year 6						1	1					
Year 7									1	1		
Year 8									1			

Below

At

Above

Number of Pacifica boys who have made significant progress, (progressing by 2 levels within the curriculum levels) in writing from Years 1-8 using the e-asTTle assessment	Progressed by 1 level	Progressed by 2 or more levels
Yr 1		
Yr 2	1	
Yr 3		
Yr 4	3	
Yr 5	1	
Yr 6	2	
Yr 7	1	1
Yr 8		1

10 out of 15 students have moved up one or more levels within the curriculum levels. The number of Pacifica boys achieving below the expected curriculum for writing have halved. There were 10 students achieving below expectation in March and by November there were 5. There will be continued whanau engagement and focus given to the students who are still below expectation. As part of the Professional Learning programme the staff will look at Tapasa - Cultural competencies framework for teachers of Pacifica learners in order to continue to raise the level of our Pacifica Students across the school.

ANALYSIS OF VARIANCE 2018

Action Taken	By Whom	When	Expected Results
School wide pre- test	All students and teachers	March 2018	Collect initial data. Identify student needs and classify students into Target Group.
Review beginning of Term 4	Teachers	October 2018	Accelerated progress in Target Group.
Weekly meetings	All teachers led by leaders of learning areas	Weekly	<ul style="list-style-type: none"> Discuss and reflect on teaching and learning needs, of both teachers and students. Discuss concerns and celebrate success (short term goals).
Quarterly meetings	All teaching staff	Quarterly	to track progress of students
Know Your learner by both students and teachers	Students and teachers	Ongoing	<ul style="list-style-type: none"> Collaborative home-school partnership and parent support with class programmes. Cultural identity Family student voice Relevant to everyday life Changing practice There will be regular contact between school and home and parents will be engaged in their children's learning.
PD's	All teachers led by Principal and leader of Literacy and Leaders of learning areas	Term 1, 2	<ul style="list-style-type: none"> Set up differentiated PLD to upskill teachers. Shared understanding Set up writing folders Collaborative planning. Differentiated PLD will be provided to teachers on acceleration and what it looks like for each student.
Frequent Assessment	All teachers	Term 1,2	<ul style="list-style-type: none"> To gauge efficacy of teaching and learning programme. Reflections on teaching and brainstorming of ideas that will lead to more effective learning.
Ongoing support			<ul style="list-style-type: none"> Leaders of learning will be actively involved in classrooms to model, provide support and monitor programmes. Practice analysis conversations will take place because of these visits.

ANALYSIS OF VARIANCE 2018

Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff meeting and learning area meetings	Willingly and confidently share with colleagues.
Develop a learning action plan to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs.	Leaders of learning areas	Once a term	<ul style="list-style-type: none"> • Leaders of learning meet specifically to monitor progress of target students. • Meetings will be held at end of term with each syndicate 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 home notes. Parent meetings and emailing
Teacher Inquiry into their practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> • Teacher goals set. • A spiral of inquiry will be used to record progress against these goals with a focus on student achievement. • There will be regular contact between syndicates to share stages of inquiry.
IEP's	All stakeholders	Once a term	<ul style="list-style-type: none"> • These will be written for all Priority/focus students and progress against goals will be monitored. • Differentiated learning programmes will be developed to meet specific needs.
Establish flexible Professional learning groups	Leaders of learning		<ul style="list-style-type: none"> • To analyse data, effective teaching and to share good practice.
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> • There will be a rigorous moderation process. • There will be critical analysis of data and rigorous tracking of target students.
2019/2018 - Planning			
<p>Students will use progressions to inform next learning / goal setting.</p> <p>Student agency will be developed.</p> <p>There will be clarity and understanding of the links between reading and writing.</p> <p>Targets/Focus students are collaboratively set, understood and monitored.</p> <p>Priority groups will be formed for Maori, Pasifica, ESOL and students with learning needs.</p>			