



Jireh Christian School

Strategic Plan

2019 – 2021



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



CONNECTED | be able to

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



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



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; 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.

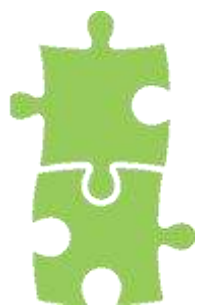
Students will be equipped with the knowledge, skills, values and attitudes in the following key competencies:

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.

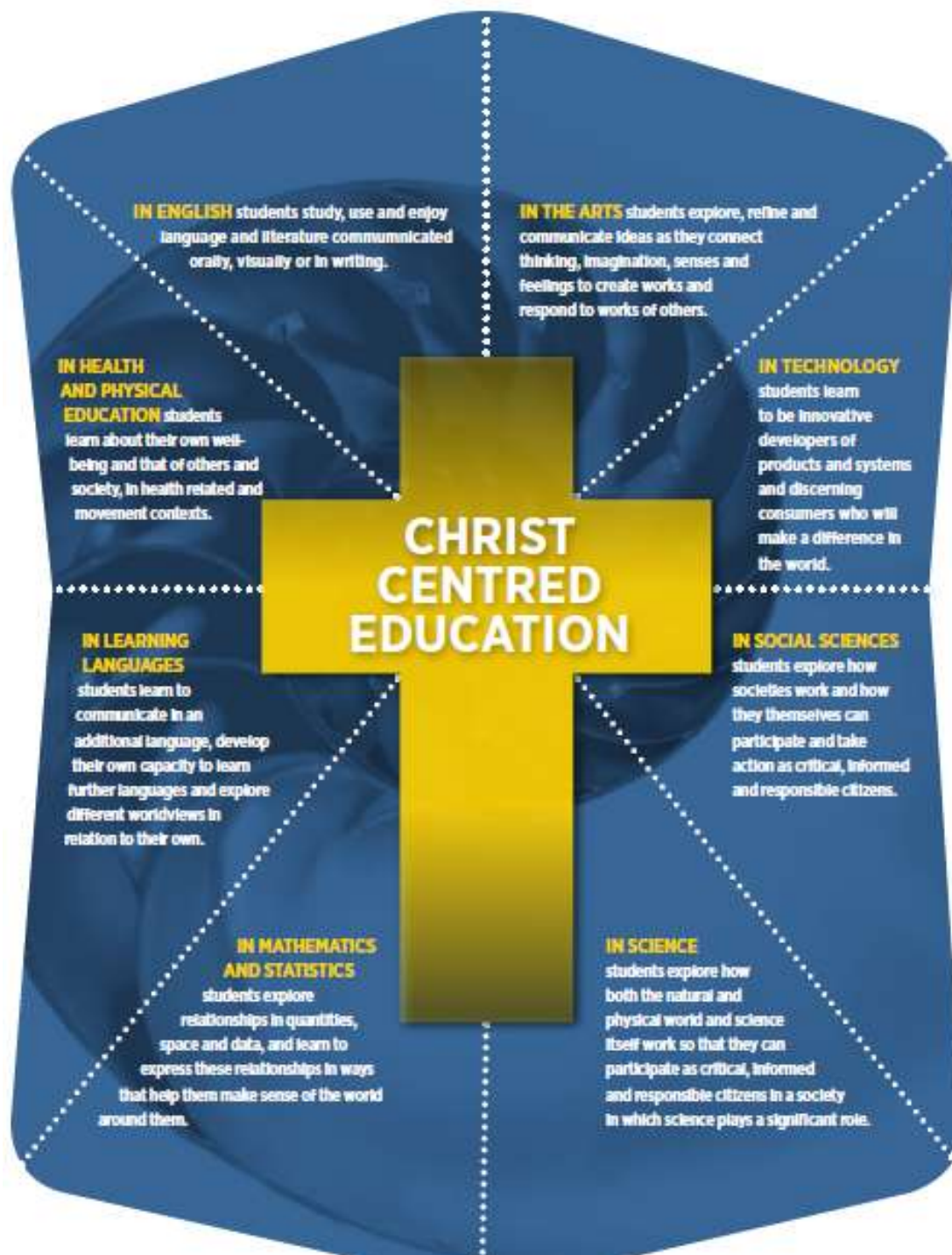
WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

- 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.



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

The Strategic Plan is evaluated annually by the Board of Trustees.



Linking the Four Levels of Strategic Planning at Jireh Christian School

2030 Growth and Development Plan



Purpose:

1. Outlines a long-term strategic plan to ensure Jireh Christian School continues its journey towards becoming a school of choice.
2. Provides a big picture view of where Jireh Christian School want to be by 2030.
3. Allows key decision makers to assess the cost and timing of achieving the vision.

Includes:

1. A philosophical rationale to inform strategic thinking.
2. A list of strategic initiatives to be achieved by 2030, organised into six domains of effective, research supported school practices.
3. A list of strategic initiatives related to Jireh Christian School's co-curricular programmes to be achieved by 2030, organised into service, leadership, arts, missions and sport SLAMS.
4. Timelines outlining the proposed resourcing, roll growth and infrastructure changes required to support the 2010 Growth and Development Plan.

Strategic Plan 2019 - 2021 Plan



Purpose:

1. Outlines the medium-term strategic plan for the next three years. Goals are aligned to the 2030 Growth and Development Plan.

Includes:

1. A summary of the rationale to inform and guide strategic thinking.
2. A list of strategic initiatives to be achieved in the next three years, organised into six domains of effective research supported by school practice.
3. A list of strategic initiatives related to Jireh Christian School co-curricular programme to be achieved in the next three years, organised into services, leadership, arts, mission and sports (SLAMS).
4. A timeline outlining the proposed resourcing, roll growth and infrastructure changes required in the next three years.
5. A list of short-term strategic improvements to be achieved in the next three years, linked to the Kahui Ako/Community of Learning achievement challenges.

Annual Plan 2019



Purpose:

1. Outlines the short strategic plan for 2019. Goals are aligned to the 2030 Growth and Development Plan.

Includes:

1. A list of strategic initiatives to be achieved in 2019, organised into six domains of effective, research supported school practice.
2. A list of strategic initiatives related to Jireh Christian School's co-curricular programme to be achieved in 2019, organised into service, leadership, arrest, missions and sports (SLAMS).
3. The identification of the first phase of implementation towards improvements to be achieved in the next year. Linked to the Kahui Ako/Community of Learning achievement challenges and the MOE priorities of excellence and equity for all students and implementing a new digital technology curriculum by 2020.

Strategic Plan 2019 - 2021 Plan



Purpose:

1. Outlines a detailed plan for 2019. Goals are aligned to the 2030 Growth and Development Plan.

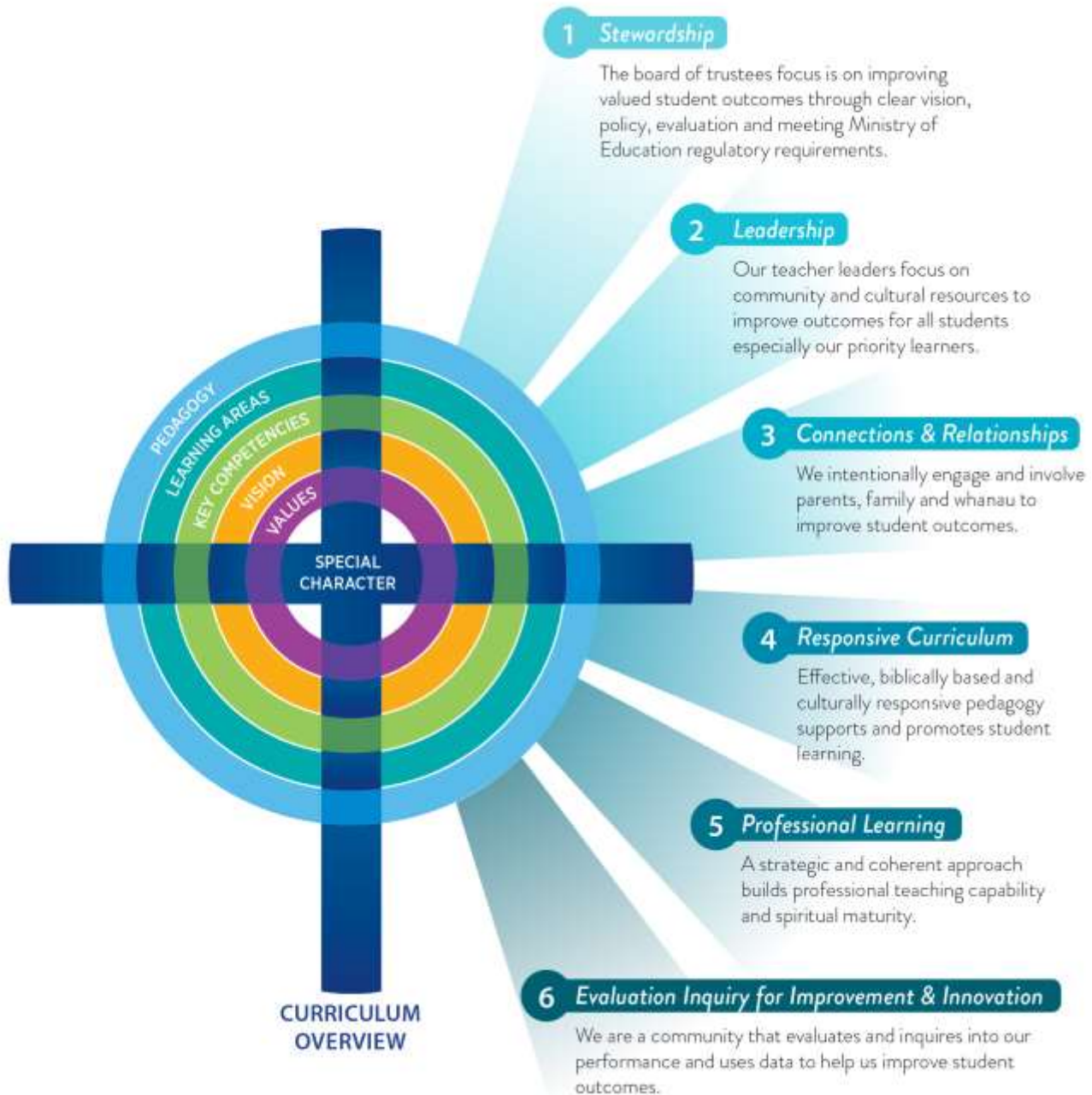
Includes:

1. Identification of specific details related to the 2019 Annual Plan, such as the identification of staff responsibilities and resourcing allocation.
2. A detailed implementation timeline, including termly progress milestones.
3. Detailed planning towards progressing short-term strategic improvements in 2019, linked to the Kahui Ako/Community of Learning achievement challenges and MOE priority for excellence and equity for all students and implementing the new digital technology curriculum.
4. An outline of how the 2019 strategic plan priorities are reflected in professional development, BOT workplans and meeting calendars.

PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2019-2021

	TEACHING PRACTICE COACHING Effective Teaching Practices	PASTORAL CARE Wellbeing Restorative Practice, Peacemakers Vulnerable Children	TEACHING CHRISTIANLY	Digital TEACHING SYSTEMS eTap, SharePoint, OneNote, Google Classroom- Hapara,	TEACHING PRACTICE- Teaching as inquiry, assessment, numeracy, literacy, moderation, data informed decision making	DIGITAL LEARNING- Fluency, BYOD, digital citizenship	POLICY AND PROCEDURES HEALTH AND SAFETY SCHOOL POLICIES AND PROCEDURES	BICULTURAL Ka Hikitia, Tataiako, Treaty of Waitangi, Maori Culture, Language and Identity, Productive Partnerships	MOE INITIATIVES	Kahui Ako/Community of Learning
2019	Buddy Coaching Continue to embed a culture of learning and growth among the staff through buddy coaching as part of the appraisal process Developing teacher competency to teach ESOL students across the curriculum	Equity and Excellence- Pacifica Education Plan	Special Character Professional Learning programme Induction for new staff- readings and BTI course NZACS Conference	Consolidating how to navigate e-tap for recording incidents, as a mark book Introducing Hapara as an online learning platform Yrs.4-8	Prime Maths eTap-reporting to parents- mid and end year- working towards online up to date reporting Using eTap to record achievement and track improvement Introduce Korean in Tiwai learning area	Developing digital fluency across the staff Introduce IT activator	Staff retreat/orientation day- How we do things	Embed cultural competencies in learning programme Embed teaching Te Reo across the school	Digital technologies: Computational thinking for digital technologies Designing and developing digital outcomes	Well-being Key Competencies Special Needs, including ESOL
2020	Buddy Coaching Continue to embed a culture of learning and growth among the staff through buddy coaching as part of the appraisal process	Learning Support- Success for All- Building an inclusive education system	Special Character Professional Learning programme Induction for new staff- readings and BTI course NZACS Conference	Consolidate Hapara as an online learning platform Yrs.4-8	Pact Tool	Continue developing digital fluency across the staff IT activator- techy buddies	Staff retreat/orientation day – health and safety- how we do things	Embed cultural competencies in learning programme Embed teaching Te Reo across the school	Embed new technology curriculum. Digital technologies- (Kahui Ako)	
2021	Refresh appraisal system	Well Being, (Kahui Ako)	Special Character Professional Learning programme Induction for new staff- readings and BTI course NZACS Conference	Embed Hapara as an online learning platform Yrs.4-8	Key Competencies (Kahui Ako)	Moving towards being a digital fluent school with skilled staff	Staff retreat/orientation day – health and safety- how we do things	Embed cultural competencies in learning programme Embed teaching Te Reo across the school	Embed new technology curriculum. Digital technologies- Kahui Ako	

STRATEGIC MAP 2019 - 2021



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.



Our Co-curricular Programme Strategic Initiatives for 2019 - 2021

Service

In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through Links with Community Service Groups. In 2019 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets Avondale'.

Service Day. 2020. Dedicate a day to serving in the community. This can become an annual event serving different areas of need in the community from helping people to cleaning up local creeks.

Leadership

2019 - Year 7 and 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership.

2020 - Year 7 and 8 attend the Student Leadership conference in Christchurch.

Arts

2019 - Whole school production, every alternate year

2020 - Art Exhibition, every alternate year

2021 - Whole school production

Mission

2019 - Market Days for mission fundraising

2021 - Send a mission team to Cambodia

Sport

2019 - Increased involvement in local sports cluster in a greater variety of sports.

Initiate and host the Auckland Christian Schools cricket zone day

2021 - After school sports teams in a variety of sports

STRATEGIC MAP 2019 – 2021

(linked to our Kahui Ako, Strategic Challenges and MOE Priorities)

WELLBEING

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

- | | |
|---|---|
| A. School-wide climate and practice | Increase the positive student experience by 5% each year. |
| B. Teaching and learning | Increase the positive teacher-student engagement levels by 5% each year. |
| C. Community partnership | Increase the community partnership statistics levels by 5% each year. |
| D. Pro-social student culture and strategies | Increase the positive manner staff and students relate to each other by 5% each year. |
| E. Maintain an anti-bullying culture | Decrease any anti-social behaviour levels by 5% each year. |

LEARNING SUPPORT

To raise the overall achievement of all at risk students.

At risk students improve in literacy and numeracy results by an increase of 10% in their diagnostic assessment each year.

KEY COMPETENCIES

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

An increase of 10% is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A sliding scale will apply.

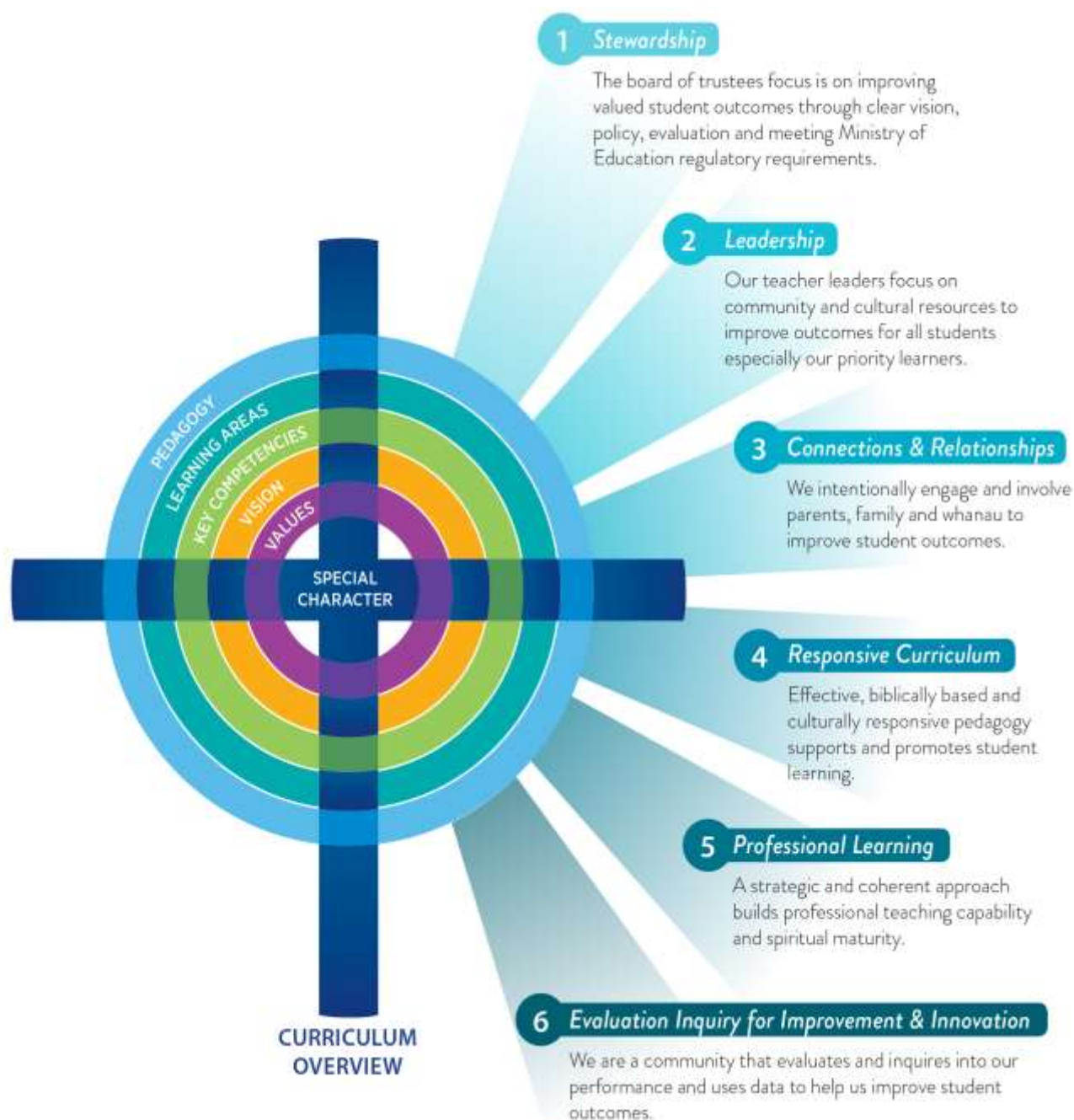
DIGITAL LEARNING

Staff and students are competent users of digital devices for learning and demonstrate computational thinking e.g. formulate problems in a way that enables students to use a computer and other tools to solve them.

Staff and student confidence levels in using digital devices for learning and engaging with computational thinking increase by 10%.

(Linked to Kahui Ako/Community of Learning Goals)

(Linked to the 2030 Growth and Development Plan and reflects the first year of planned progress)



2019 Strategic Focus

1. Stewardship

The first elected Board of Trustees will be elected in May. The newly elected Jireh Christian School BoT will undergo professional learning in the area of governance with particular reference to the relationship between the proprietor, BoT and Management of the school in a state integrated special character school.

2. Leadership

Jireh Christian School Leaders integrate the Educational Leadership capabilities, as identified in the Educational Council Leadership Capability Framework, into all professional learning, development and appraisal. The leadership capabilities are intended to provide high-level guidelines for leadership development based on shared understandings of what leadership in different spheres of influence looks like in practice in schools. The focus is on improving leaders' capability in areas such as curriculum, relationships, leadership and pedagogy to support learners.

3. Powerful Connections and Relationships

- for equity, excellence and community building.

Meetings with specific whanau groups, including our Korero group, will meet to gain parent voice and aspirations for their children.

Workshops will be designed to help parents assist their students with their learning at home and be an integral part of their child's learning journey as we partner together to ensure equity and excellence for all. The data of Pacifica and Maori will be specifically analysed to gauge progress.

Cultural Week will be run by parents teaching the students about the cultures of our school through dance, arts, dress, celebrations, artefacts, traditional games and ways of preparing and eating traditional food.

Parents are actively encouraged to come into school and share particular areas of expertise with the students as part of our teaching and learning programme. Some examples of this are; the Week of Workshops, parents run electives, sports coaches from the parent community, workers in the health industry and horticulture to assist with vegetable growing and sustainability.

4. Effective Teaching and Curriculum

- for equity and excellence.

Professional learning will take place in the area of Mathematics with the introduction of Prime Mathematics. The mathematics results will be carefully monitored to gauge the efficacy of the programme.

Digital technologies curriculum will be introduced using digital technology to develop computational thinking and an understanding of how digital systems work. Use digital technologies to create new ways of doing and solving problems.

The Target learning group will be the ESOL students year 3-8, (2019). There has been an increase in the number of ESOL students in the school. The learning areas of foci will be writing. Progress will

be monitored and reported on to the BoT regularly. Teaching and learning pedagogy will form the basis for a teaching inquiry to ensure that the students are accessing the curriculum in a way which brings progress. And professional development will take place for teachers in how to best teacher ESOL students to write in English.

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.

5. Empowered and Capable Staff

- community of Learning (CoL/Kahui Ako) 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 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.

Staff will unpack the Pacifica Education Plan with specific reference to our school and our whanau and how we can ensure all Pacifica students are being given every opportunity to succeed.

Success for All will be unpacked by staff to ensure that we develop and embed a culture of inclusivity. Teachers will give evidence of how this is happening in their class, reflecting on the changes made to ensure all students feel included and challenged.

Teaching Christianly Development Plan - A differentiated professional development plan inducts and equips our teaching staff to be able to effectively teach from a Biblical worldview.

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 students
- take into account the vision, principles, values and key competencies of the New Zealand Curriculum

KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES

WELLBEING

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

- | | | |
|----|---|--|
| A. | School-wide climate and practice | Increase the positive student experience by 5% each year. |
| B. | Teaching and learning | Increase the positive teacher-student engagement levels by 5% each year |
| C. | Community partnership | Increase the community partnership statistics levels by 5% each year |
| D. | Pro-social student culture and strategies | Increase the positive manner staff and students relate to each other by 5% each year |
| E. | Maintain an anti-bullying culture | Decrease any anti-social behaviour levels by 5% each year |

LEARNING SUPPORT

To raise the overall achievement of all at ESOL students.

At risk students improve in literacy and numeracy results by an increase of 5% in their diagnostic assessment each year.

KEY COMPETENCIES

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

An increase of 5% is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A sliding scale will apply.

DIGITAL LEARNING

Staff and students are competent users of digital devices for learning and demonstrate computational thinking e.g. formulate problems in a way that enables students to use a computer and other tools to solve them.

Staff and students will have a greater understanding of how digital technology systems work and they will use digital technologies to create new ways of doing.

Staff and student confidence levels in using digital devices for learning and engaging with computational thinking increase by 5%.

Service Leadership Arts Mission Sport

SLAMS

Our Co-curricular Programme Strategic Initiatives for 2019

Service

Strategically partner with community service groups to reach out into our community. This requires the establishment and maintenance of relationships with other organisations who are keen to see our students serve. Some of these are local rest homes and 'Feed the Streets' Avondale.

Leadership

2019 - Year 7 and 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership.

The Arts

2019 - Whole school production.

Mission

2019 - Market Days for mission fundraising.

Sport

2019 - Increased involvement in local sports clusters in a greater variety of sports. Initiate and host the Auckland Christian Schools cricket zone day.



PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2019

	TEACHING PRACTICE COACHING Effective Teaching Practices	PASTORAL CARE Wellbeing Restorative Practice, Peacemakers Vulnerable Children	TEACHING CHRISTIANLY	Digital TEACHING SYSTEMS eTap, SharePoint, OneNote, Google Classroom-Hapara,	TEACHING PRACTICE- Teaching as inquiry, assessment, numeracy, literacy, moderation, data informed decision making	DIGITAL LEARNING- Fluency, BYOD, digital citizenship	POLICY AND PROCEDURES HEALTH AND SAFETY SCHOOL POLICIES AND PROCEDURES	BICULTURAL Ka Hikitia, Tataiako, Treaty of Waitangi, Maori Culture, Language and Identity, Productive Partnerships	MOE INITIATIVE S	Kahui Ako/Community of Learning
2019	<p>Buddy Coaching Continue to embed a culture of learning and growth among the staff through buddy coaching as part of the appraisal process</p> <p>Developing teacher competency to teach ESOL students across the curriculum</p>	Equity and Excellence-Pacific Education Plan	<p>Special Character Professional Learning programme</p> <p>Induction for new staff-readings and BTI course</p> <p>NZACS Conference</p>	<p>Consolidating how to navigate e-tap for recording incidents, as a mark book</p> <p>Introducing Hapara as an online learning platform Yrs.4-8</p>	<p>Prime Maths</p> <p>eTap-reporting to parents- mid and end year- working towards online up to date reporting</p> <p>Using eTap to record achievement and track improvement</p> <p>Introduce Korean in Tiwai learning area</p>	<p>Developing digital fluency across the staff</p> <p>Introduce IT activator</p>	Staff retreat/orientation day- How we do things	<p>Embed cultural competencies in learning programme</p> <p>Embed teaching Te Reo across the school</p>	<p>Digital technologies: Computational thinking for digital technologies</p> <p>Designing and developing digital outcomes</p>	<p>Well-being</p> <p>Key Competencies</p> <p>Special Needs, including ESOL</p>

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.

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
Yr 1	2											
Yr 2	3											
Yr 3			1									
Yr 4				3								
Yr 5				1								
Yr 6					1			1				
Yr 7				1					1			
Yr 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
Yr 1	3											
Yr 2	1	1										
Yr 3		1										
Yr 4					3							
Yr 5					1							
Yr 6						1	1					
Yr 7									1	1		
Yr 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 2019

Jireh Christian School Achievement Targets 2019	
Curriculum Areas:	Literacy- Writing
Key Competency:	Using language, symbols and text to construct meaningful communication
Baseline Data:	ESOL students will produce a writing sample in Term 4, (2018) and Term 4, (2019) and the progress measured in terms of curriculum writing levels from Year 2- Year 8. e-asTTle will be used to measure writing progress.
Strategic Goal:	There will be a focus on a target cohort of students- Year 2-7, (2018) Year 3-8, (2019) ESOL students. This cohort will show significant progress in writing. Significant progress is going up 2 e-asTTle sub levels, (If they are below the expected curriculum level in writing). They will be measured using the e-asTTle tool in Term 4 2018 and then again in Term 4 2019.

Results in Nov 2018	In November 2018 ESOL Year 2-7 students 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
Yr 2	8	6	1	2								
Yr 3	2	3	1	3	2							
Yr 4			1		3	1	1					
Yr 5					1	2						
Yr 6		1										
Yr 7												1

Below

At

Above

ANALYSIS OF VARIANCE 2019

Jireh Christian School Achievement Targets 2019	
Curriculum Areas:	Literacy- Writing
Key Competency:	Using language, symbols and text to construct meaningful communication
Baseline Data:	ESOL students will produce a writing sample in Term 4, (2018) and Term 4, (2019) and the progress measured in terms of curriculum writing levels from Year 2- Year 8. e-asTTle will be used to measure writing progress.
Strategic Goal:	There will be a focus on a target cohort of students- Year 2-7, (2018) Year 3-8, (2019) ESOL students. This cohort will show significant progress in writing. Significant progress is going up 2 e-asTTle sub levels, (If they are below the expected curriculum level in writing). They will be measured using the e-asTTle tool in Term 4 2018 and then again in Term 4 2019.

Results in Nov 2019	In November 2019 ESOL Year 3-8 students 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
Yr. 2												
Yr. 3												
Yr. 4												
Yr. 5												
Yr. 6												
Yr. 7												

ANALYSIS OF VARIANCE 2019

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

ANALYSIS OF VARIANCE 2019

Action Taken	By Whom	When	Expected Results
School wide pre-test	All students and teachers	Nov 2019	Collect initial data. Identify student needs and classify students into Target Group - ESOL students.
Review beginning of Term 4	Teachers	Nov 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.
PLD's TODs	All teachers led by Principal and leader of Literacy and Leaders of learning areas Kahui Ako focus as one of the achievement challenges 2 TODs	Term 1 - 4	<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.
ESOL Support – Small groups/individual In-class support	ESOL teacher and TA	Term 1 - 4	<ul style="list-style-type: none"> Students will receive ESOL support by the ESOL teacher and in class support to assist with their learning to assist with the development of language for learning.
Teachers assess ESOL students using the ELLPs	Teachers	Term 1, 3	<ul style="list-style-type: none"> Teachers will track student progress using the ELLPs

ANALYSIS OF VARIANCE 2019

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 learning areas to share stages of inquiry.
IEP's Action Plans	All stakeholders Teachers	Twice a year Once a Term or as necessary	<ul style="list-style-type: none"> • These will be written for all Priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored. • Differentiated learning programmes will be developed to meet specific needs.
Establish flexible Professional learning groups	Leaders of learning	Yr 1 - 4	<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.

2019/2020 - Planning

Students will use progressions to inform next learning / goal setting.

Student agency will be developed.

There will be clarity and understanding of the links between reading and writing.

Targets/Focus students are collaboratively set, understood and monitored. Priority groups will be formed for Maori, Pasifica, ESOL and students with learning needs.