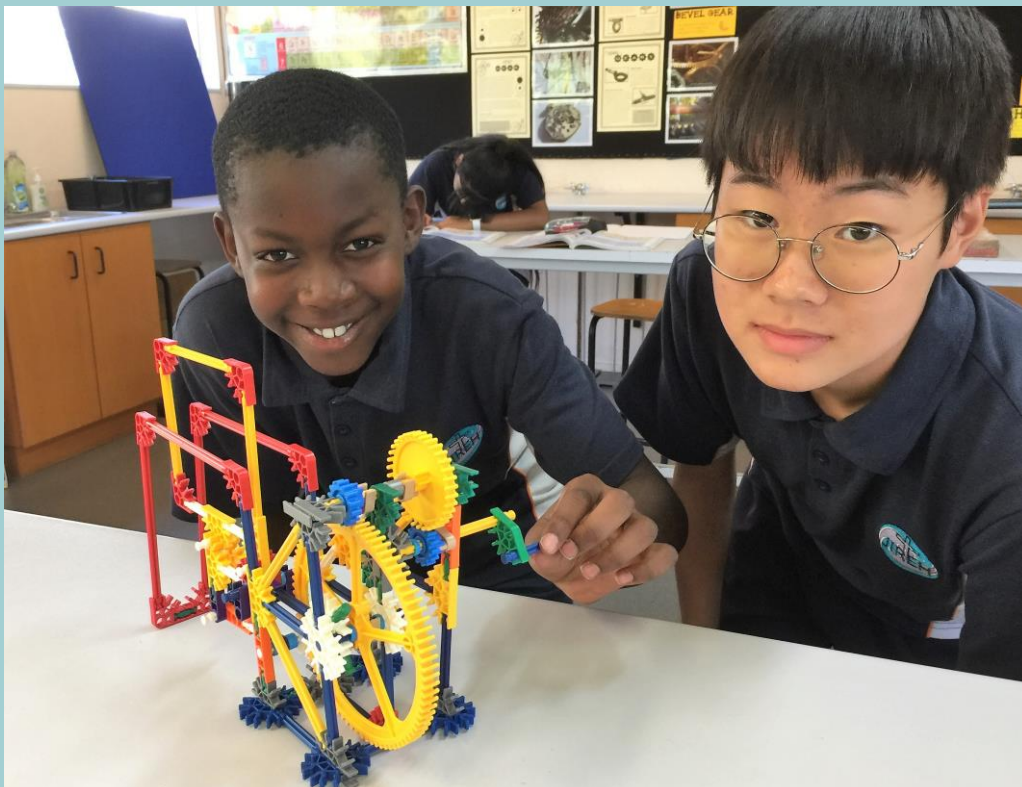




# Jireh Christian School

## Strategic Plan

### 2020 – 2022



# 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.

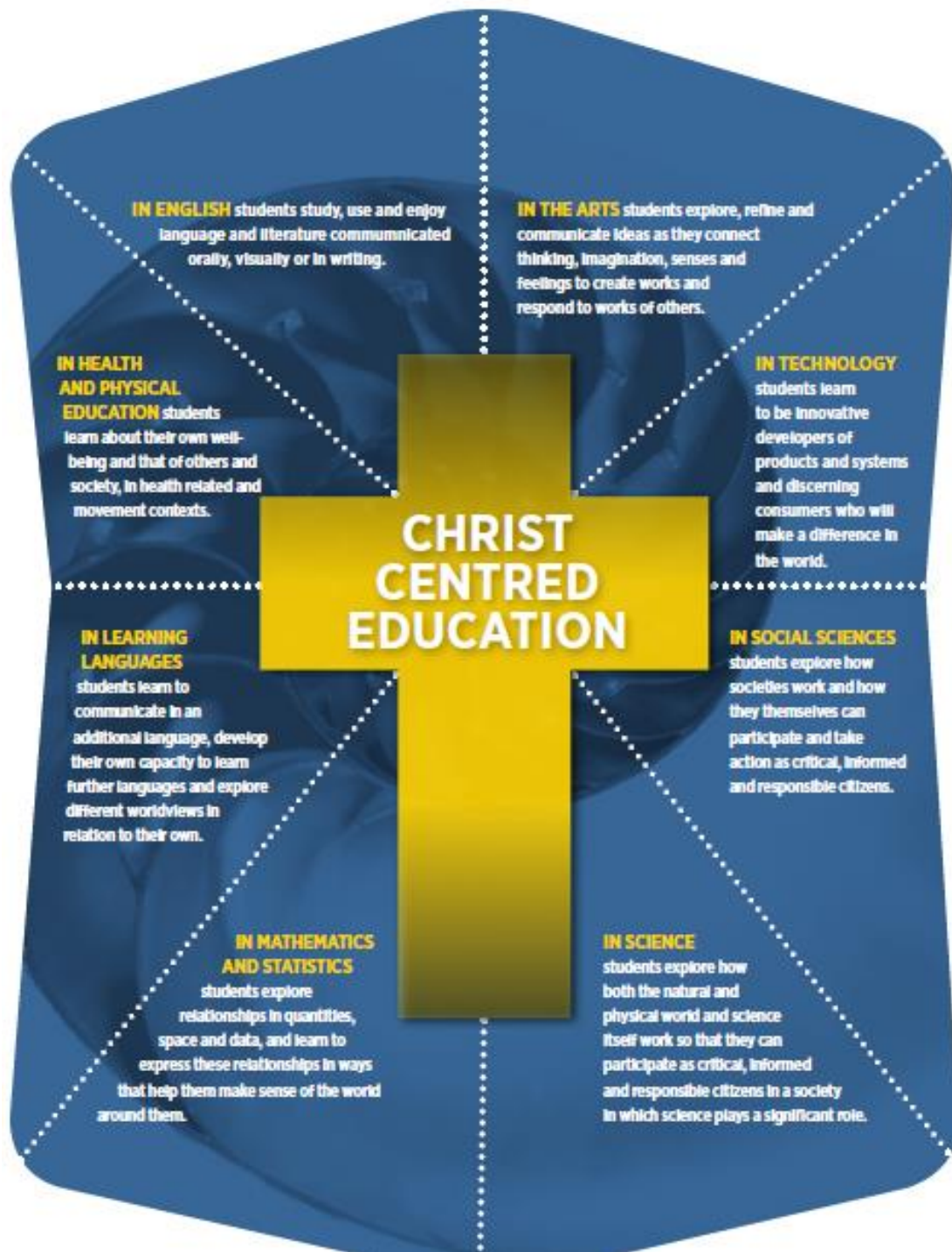
## WHAT REASONABLE STEPS WILL THE SCHOOL TAKE TO INCORPORATE TIKANGA MAORI INTO THE SCHOOL'S CURRICULUM?

- 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 2020 - 2022

	STRATEGIC	REGULAR
2020	Growing the Intermediate Area of the school Opening a Maker Space Developing an Intermediate Technology programme and space ERO (External)	ELL Learning Area: Digital Technologies Key Competencies
2021	Special Character (External)	Finance Support staff Learning Area: Mathematics Wellbeing
2022	Developing the campus to accommodate roll growth	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 wants 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 2030 Growth and Development Plan.

## Strategic Plan 2020 - 2022 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 (CoL) achievement challenges.

# Annual Plan 2020



## Purpose:

1. Outlines the short strategic plan for 2020. Goals are aligned to the 2030 Growth and Development Plan.

## Includes:

1. A list of strategic initiatives to be achieved in 2020, 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 2020, organised into service, leadership, arts, 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 (CoL) achievement challenges and the MOE priorities of excellence and equity for all students and implementing a new digital technology curriculum in 2020.

# 2020 Work Plan



## Purpose:

1. Outlines a detailed plan for 2020. Goals are aligned to the 2030 Growth and Development Plan.

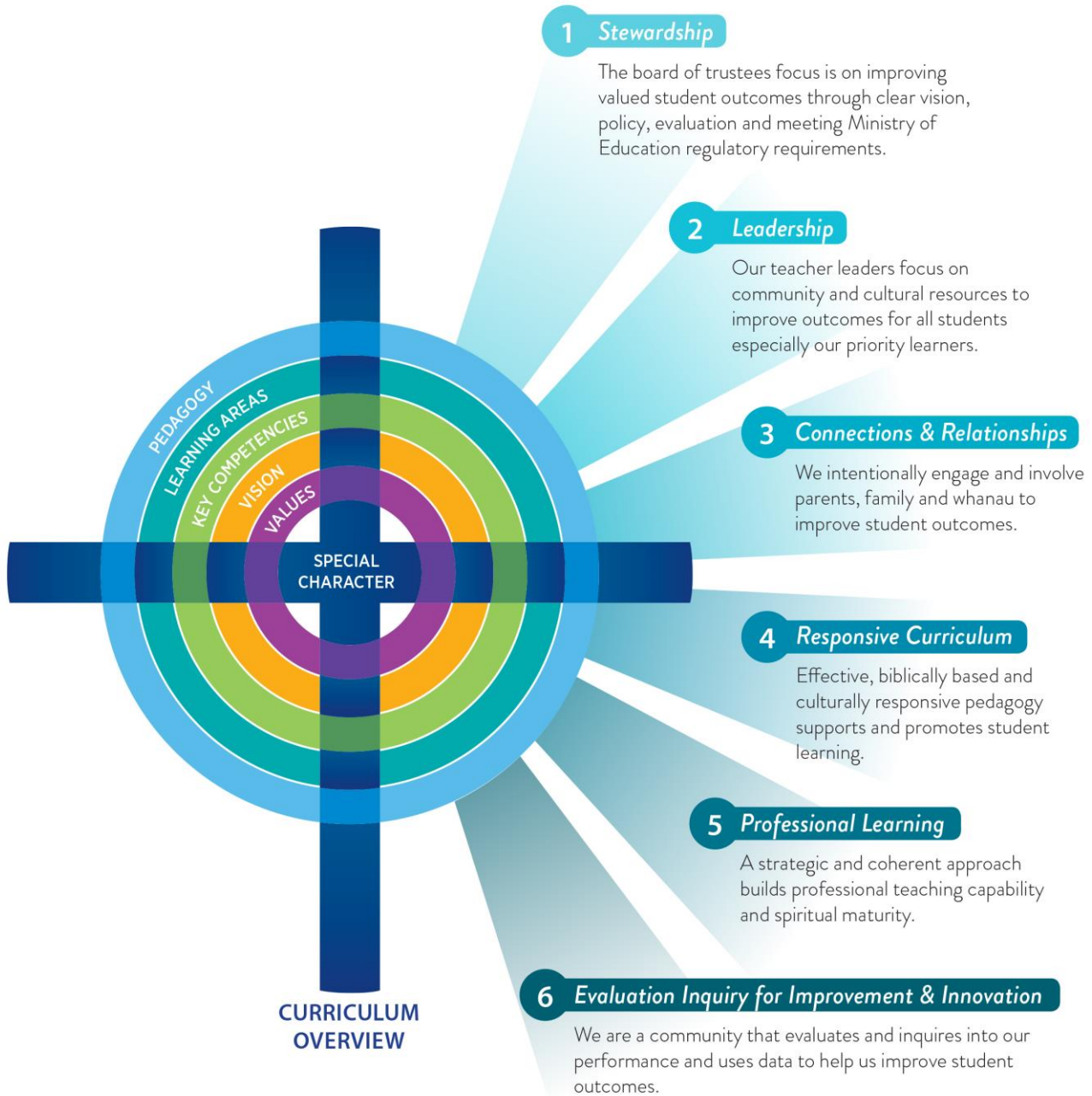
## Includes:

1. Identification of specific details related to the 2020 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 2020, linked to the Kahui Ako/Community of Learning (CoL) 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 2020 strategic plan priorities are reflected in professional development, BOT workplans and meeting calendars.

## PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2020-2022

	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 (CoL)
2020	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 ELL students across the curriculum	Equity and Excellence  Embedding Tapasa	Special Character Professional Learning Programme  KWT - Introducing The Theological Framework and Special Character Guidelines  Induction for new staff - readings and BTI course  NZACS Conference	Consolidating how to navigate e-tap for recording incidents, as a mark book  Embedding Hapara as an online learning platform Years 5 - 8	Embedding and reflecting on the Prime Maths programme  eTap - reporting to parents - mid and end year - working towards online up to date reporting Using eTap to record achievement and track improvement  Moderating writing across the school and gaining common understanding of the curriculum levels  Introduce Korean in Tiwai learning area	Developing digital fluency across the staff  Introduce IT activator  Introducing BOTs across the school	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	ELL - Implement  Wellbeing – initiate  Key Competencies - investigate
2021	Developing student graduate profile with key competencies with an assessment rubric	Learning Support-Success for All - Building an inclusive education system	Special Character Professional Learning Programme - embed KWT Special Character Guidelines  Induction for new staff - readings and BTI course  NZACS Conference	Work towards online reporting to parents and real time assessment on the parent portal	Becoming familiar with the Pact Tool	Continue developing digital fluency across the staff  IT activator - techy buddies  Teachers share their knowledge of how to use Bots effectively across the school	Staff retreat/orientation day – health and safety - how we do things?	Embed cultural competencies in learning programme  Embed teaching Te Reo across the school	Reflect on, make necessary to the new technology curriculum	ELL - embed  Wellbeing - implement  Key Competencies - initiate
2022	Refresh appraisal system	Well Being, (Kahui Ako)	Special Character Professional Learning Programme  Induction for new staff - readings and BTI course  NZACS Conference	Use OneNote and ShP confidently by staff across the school	Using the Pact tool across the school to ensure common understanding and consistent, accurate assessment 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-	ELL - refresh  Wellbeing- embed  Key Competencies -implement

# STRATEGIC MAP 2020 - 2022



## 1. Stewardship

The BOT is intentionally and actively involved in setting the strategic path for the school for the next three years at the start of 2020

### **Internal and External Evaluation Cycle 2020 ERO**

The BOT has 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.

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

### **Stewardship Training Curriculum 2022**

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.

## 2. Leadership

### **Leadership Professional Development 2020-2022 and Focussed Inquires**

Focussed inquiries are aligned with school wide initiatives. The Leadership Capabilities Framework is used to guide practice and inquiries to build capacity and capability.

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 funding. OneNote used as a recording platform.

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, **2020-2022.**

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

## 4. Effective Teaching and Curriculum

### **New Digital Technologies Curriculum 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 the Professional Learning plan which will be embedded and reviewed in 2020**

### **Second Language. 2020**

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.

### **ELL Teaching**

All teachers and TAs will be equipped to best serve the growing number of ELL students in the school.

Form and join Professional Learning Groups. **2020 - 2022**

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

Personalised Tracking and Mapping. **2021 - 2022**. 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

PLD opportunities are meaningful, relevant and readily available to empower staff.

Kahui Ako/Community of Learning (CoL). **2020**. Jireh Christian School is a member of a Kahui Ako/Community of Learning(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. **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. **2020 - 2022**. Introducing and embedding the KingsWay Trust Theological Framework and Special Character Guidelines.

## 6. Evaluation for Improvement and Innovation

### **Common Schoolwide Inquiry and Evaluation Practices. 2020.**

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.

### **Campus Development. 2022**

The development of the site for future growth, in conjunction with the proprietor to include a Makerspace and a flexible Technology area for hard and soft materials, electronics and STEAM subjects.

SLAMS

## Our Co-curricular Programme Strategic Initiatives for 2020 - 2022

### 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 2020 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.

Helping prepare and serve lunches and performing at the Christmas concert, partnering with Feed the Streets Avondale.

### Leadership

**2020** - Year 7 and 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. Introduce a Head girl and boy.

Embed the fortnightly leadership opportunities.

**2021** - Year 7 and 8 attend the Student Leadership conference in Christchurch.

### Arts

**2020** – Christmas Around the World

**2021** – School musical production

### Mission

**2020-2022** - Supporting TEAR Fund child

**2021** - Send a mission team to Cambodia

**2022** - Market Days for mission fundraising

### Sport

**2020** - Increased involvement in local sports cluster in a greater variety of sports.

Host the Auckland Christian Schools cricket zone day.

**2021** - After school sports teams in a variety of sports.



# STRATEGIC MAP 2020 – 2022

(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.

ELL students improve in literacy 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.

School to develop key competencies in conjunction with the graduate profile - JCS valued outcomes.

An increase of 10% is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A graduate student profile will be used.

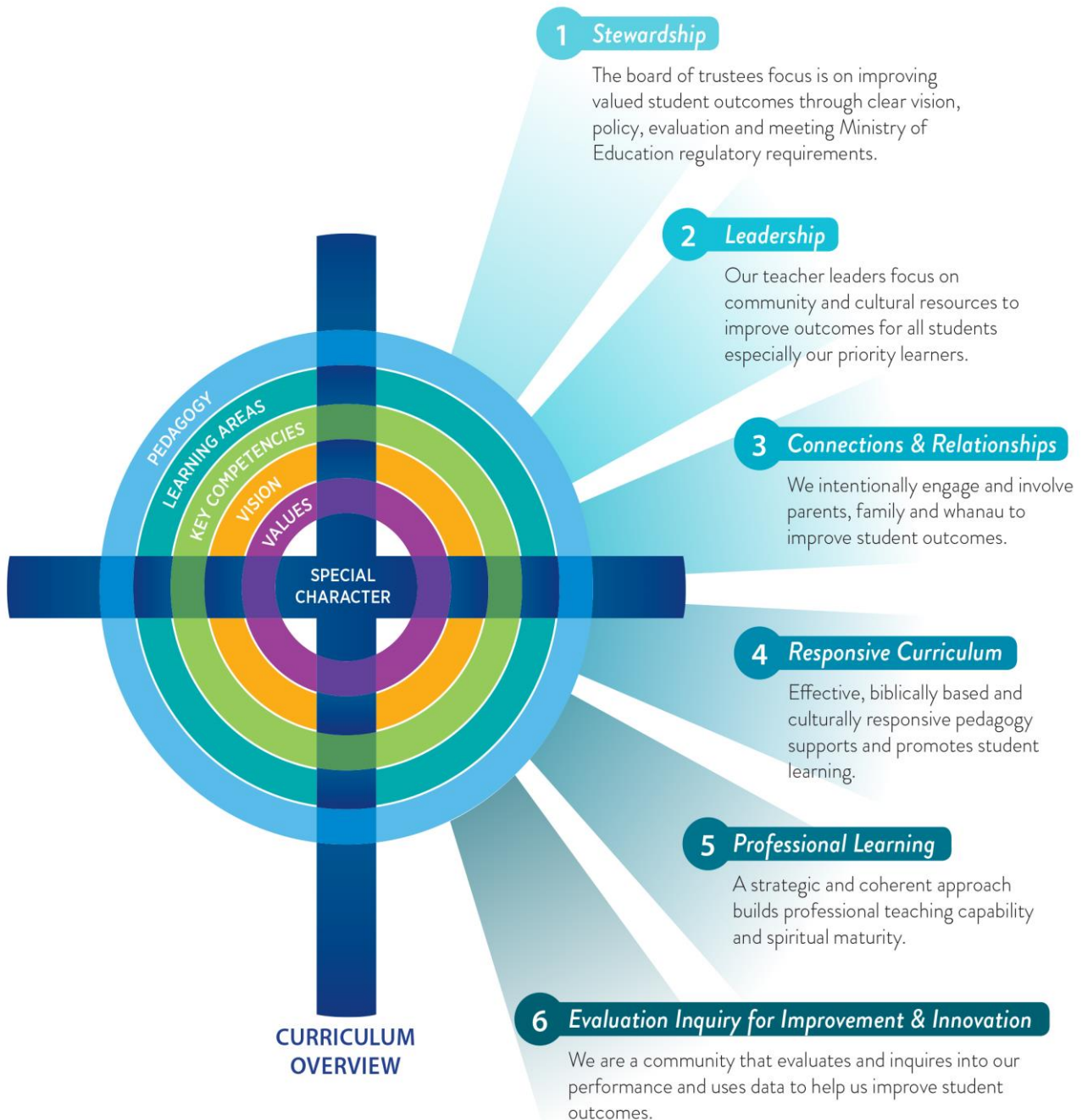
## DIGITAL LEARNING

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 (CoL) Goals)

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



# 2020 Strategic Focus

## 1. Stewardship

The BOT is intentionally and actively involved in setting the strategic path for the school for the next three years at the start of **2020**

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

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, pedagogy to support learners and wellbeing.

## 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 children 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.

The Parents Association Cultural dinner will be run by parents where traditional food will be prepared and enjoyed with a programme of cultural items- dance, song, musical instruments etc.

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 evaluation of the Prime Mathematics programme and how to best approach assessment. 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. Bots will be used in all classrooms.

The Target learning group will be the ELL students Year 3 - 8, (2020). There has been an increase in the number of ELL students in the school. The learning area 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. Professional development will take place for teachers in how to best grow and develop ELL students to speak, read and write in English.

Second Language 2020 - 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

- *Kahui Ako/Community of Learning (CoL) Jireh Christian School is a member of a Kahui Ako/Community of Learning (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 embed Tapasa and cultural competencies with specific reference to our school and our whanau and how we can ensure all Pacifica students are being given every opportunity to succeed.

The document 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 – The KingsWay Trust Theological Framework and Special Character guidelines will be unpacked.

## 6. Evaluation for Improvement and Innovation

- *common Schoolwide Inquiry and Evaluation Practices 2020.*

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

### **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.

## **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 ELL 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.**


School to develop key competencies in conjunction with the graduate profile - JCS valued outcomes. An increase of 10% is recorded annually in students' knowledge, attitudes and skill of the key competencies at every level. A graduate student profile will be used.

# 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%.




## Kahui Ako Strategic Implementation Plan


Draft


**2020 - 2021**



**2022 - 2023**



**2024 - 2025**



**Kahui Ako Strategic Planning Key**

<p><b>Implement</b></p> <ul style="list-style-type: none"> <li>• Primary focus of all teachers and Kahui Ako leaders</li> <li>• Staff impact: high</li> <li>• Focus: practical</li> <li>• Time: intensive</li> </ul>	<p><b>Initiate</b></p> <ul style="list-style-type: none"> <li>• Secondary focus of related work-streams and Kahui Ako leaders</li> <li>• Staff impact: medium</li> <li>• Focus: strategic</li> <li>• Time: moderate</li> </ul>	<p><b>Investigate</b></p> <ul style="list-style-type: none"> <li>• Secondary focus of related work-streams and Kahui Ako leaders</li> <li>• Staff impact: low</li> <li>• Focus: practical</li> <li>• Time: moderate</li> </ul>	<p><b>Embed</b></p> <ul style="list-style-type: none"> <li>• Primary focus of curriculum leaders</li> <li>• Staff impact: low</li> <li>• Focus: practical</li> <li>• Time: minor</li> </ul>	<p><b>Refresh</b></p> <ul style="list-style-type: none"> <li>• Secondary focus of related work-streams and Kahui Ako leaders</li> <li>• Staff impact: medium</li> <li>• Focus: practical</li> <li>• Time: minor</li> </ul>
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**Questions:**

1. Advice on time frame - 2 year or 3 year?	2. Comment on implementation priorities e.g. ELL first.	3. Any other advice?
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# Service Leadership Arts Mission Sport

## SLAMS

### Our Co-curricular Programme Strategic Initiatives for 2020

#### 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 2020 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'.

Helping prepare and serve lunches and performing at the Christmas concert, partnering with Feed the Streets Avondale.

#### Leadership

2020 - Year 7 and 8 leadership programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. Introduce a Head girl and boy. Embed the fortnightly leadership opportunities.

#### Arts

2020 – Evening of the Arts- exhibition and musical/poetry recitals with supper.



#### Mission

2020- Supporting TEAR Fund child

#### Sport

2020 - Increased involvement in local sports cluster in a greater variety of sports. Host the Auckland Christian Schools cricket zone day



# PROFESSIONAL DEVELOPMENT AND INDUCTION PROGRAMME 2020

	<b>TEACHING PRACTICE COACHING</b> Effective Teaching Practices	<b>PASTORAL CARE</b> Wellbeing Restorative Practice, Peacemakers Vulnerable Children	<b>TEACHING CHRISTIANLY</b>	<b>Digital TEACHING SYSTEMS</b> eTap, SharePoint, OneNote, Google Classroom- Hapara,	<b>TEACHING PRACTICE-</b> Teaching as inquiry, assessment, numeracy, literacy, moderation, data informed decision making	<b>DIGITAL LEARNING-</b> Fluency, BYOD, digital citizenship	<b>POLICY AND PROCEDURES</b> <b>HEALTH AND SAFETY</b> <b>SCHOOL POLICIES AND PROCEDURES</b>	<b>BICULTURAL</b> Ka Hikitia, Tataiako, Treaty of Waitangi, Maori Culture, Language and Identity, Productive Partnerships	<b>MOE INITIATIVES</b>	<b>Kahui Ako/ Community of Learning (CoL)</b>
<b>2020</b>	<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>Teaching Te Reo across the school</p> <p>Key Competencies-creating a graduate student profile with an assessment rubric</p> <p>Developing teacher competency to teach ELL students across the curriculum</p>	Equity and Excellence - Tapasa will be embedded.	<p>Special Character Professional Learning programme</p> <p>KWT- Introducing The Theological Framework and Special Character Guidelines</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>Embedding Hapara as an online learning platform Yrs5 - 8</p> <p>Introducing Hapara as an online learning platform Yrs 4 - 8</p>	<p>Embedding and reflecting on the Prime Maths programme</p> <p>eTap - reporting to parents - mid and end year - working towards online up to date reporting Using eTap to record achievement and track improvement</p> <p>Moderating writing across the school and gaining common understanding of the curriculum levels</p> <p>Introduce Korean in Tiwai learning area</p>	<p>Developing digital fluency across the staff</p> <p>Introduce IT activator</p> <p>Introducing BOTs across the school</p>	<p>Staff retreat/ orientation day - How we do things</p>	<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>ELL - Implement</p> <p>Wellbeing - initiate</p> <p>Key Competencies - investigate</p>



# ANALYSIS OF VARIANCE

## ANALYSIS OF VARIANCE 2019

Jireh Christian School Achievement Targets 2019	
<b>Curriculum Areas:</b>	Literacy - Writing
<b>Key Competency:</b>	Using language, symbols and text to construct meaningful communication
<b>Baseline Data:</b>	ELL 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.
<b>Strategic Goal:</b>	There will be a focus on a target cohort of students - Years 2 - 7, (2018) Years 3 - 8, (2019) ELL 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 ELL 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	
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<b>Strategic Goal:</b>	There will be a focus on a target cohort of students - Years 2 - 7, (2018) Years 3 - 8, (2019) ELL 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 ELL 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. 3	1		6	3	4							
Yr. 4			1	2	3	2		3				
Yr. 5					1	1	1	1	2			
Yr. 6			2	1		1		1	1			
Yr. 7				1								
Yr. 8					1						1	

Below

At

Above

## ANALYSIS OF VARIANCE 2019

Number of ELL students who have made significant progress, (progressing by 2 sub-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
<b>Year 3</b>	7	8
<b>Year 4</b>	5	6
<b>Year 5</b>	1	4
<b>Year 6</b>	1	2
<b>Year 7</b>		2
<b>Year 8</b>		

A number of ELL students have gone up by one or more levels in their writing scores, using eAsTTle as the measure of achievement. There is a far greater percentage of ELL students achieving within curriculum levels 2 and 3 by the end of 2019. At the end of 2018, far more students were achieving in curriculum levels 1 and 2 and only one at level 3 across the school. The number of students achieving above the curriculum level in writing has gone from 6 to 18. Although the number of students achieving below the expected curriculum level for writing has reduced from 16 to 8 students, this is still too many who are not achieving at expectation. They will continue to be part of the target cohort for 2020.

## ANALYSIS OF VARIANCE 2020

Jireh Christian School Achievement Targets 2020	
<b>Curriculum Areas:</b>	Literacy - Writing
<b>Key Competency:</b>	Using language, symbols and text to construct meaningful communication
<b>Baseline Data:</b>	ELL students will produce a writing sample in Term 1, (2020) and in Term 4, (2020) and the progress measured in terms of curriculum writing levels from Year 2 - 8. e-asTTle will be used to measure writing progress.
<b>Strategic Goal:</b>	There will be a focus on a target cohort of students, ELL - Year 2 - 8, (2020). 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 1 2020 and then again in Term 4 2020.

Results in Feb 2020	In February 2020 ELL Year 2-8 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	17											
Yr. 3	7	1	4		2	1						
Yr. 4	1	1	3	1	2	4	1					
Yr. 5		1	4		3	1	1	1	1			
Yr. 6						4	4		1	1		
Yr. 7			2	1	2	1						
Yr. 8		1			1		2			1		

Below

At

Above

Results in Nov 2020	In November 2020 ELL Year 2-8 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 Assessment Data:

## ANALYSIS OF VARIANCE 2020

This cohort of students has been chosen for a number of reasons as described below;

- achievement Data indicates a need for raising the achievement in writing with a focus of ELL students. Where many of the ELL students can use everyday language to communicate with their friends they do not have the necessary academic language needed to access the curriculum, talk and write about their learning and express their ideas adequately.
- the fast changing demographics of our school over a third ELL and 90% of all NE students ELL
- Focus of our Kahui Ako achievement challenge for 2020.

Action Taken	By Whom	When	Expected Results
School wide pre-test	All students and teachers	February 2020	Collect initial data. Identify student needs and classify students into Target Group - ELL students.
Review beginning of Term 1	Teachers	Feb 2020	Accelerated progress in Target Group.
Weekly meetings	All teachers led by leaders of learning areas	Weekly	<ul style="list-style-type: none"> <li>• Discuss and reflect on teaching and learning needs, of both teachers and students.</li> <li>• Discuss concerns and celebrate success (short term goals).</li> </ul>
Quarterly meetings	All teaching staff	Quarterly	To track progress of students and report to parents
Know your learner by both students and teachers	Students and teachers	Ongoing	<ul style="list-style-type: none"> <li>• Collaborative home-school partnership and parent support with class programmes.</li> <li>• Cultural identity</li> <li>• Family student voice</li> <li>• Relevant to everyday life</li> <li>• Changing practice</li> <li>• There will be regular contact between school and home, and parents will be engaged in their children's learning.</li> </ul>
PLD's TOD's	All teachers led by Principal and leader of Literacy and Leaders of learning areas. Kahui Ako focus as one of the achievement challenges 2 TOD's. Two within school leaders to ensure Kahui Ako goals are being met in our school.	Term 1 - 4	<ul style="list-style-type: none"> <li>• Set up differentiated PLD to upskill teachers.</li> <li>• Shared understanding</li> <li>• Set up writing folders</li> <li>• Collaborative planning.</li> <li>• Differentiated PLD will be provided to teachers on acceleration and what it looks like for each student.</li> </ul>
Frequent Assessment	All teachers	Term 1,2	<ul style="list-style-type: none"> <li>• To gauge efficacy of teaching and learning programme. Reflections on teaching and brainstorming of ideas that will lead to more effective learning.</li> </ul>

Ongoing support			<ul style="list-style-type: none"> <li>• Leaders of learning will be actively involved in classrooms to model, provide support and monitor programmes.</li> <li>• Practice analysis conversations will take place because of these visits.</li> </ul>
ELL Support – Small groups/individual In-class support	ELL teacher and TA	Term 1 - 4	<ul style="list-style-type: none"> <li>• Students will receive ELL support by the ELL teacher and in class support to assist with their learning to assist with the development of language for learning.</li> </ul>
Teachers assess ELL students using the ELLPs	Teachers	Term 1, 3	<ul style="list-style-type: none"> <li>• Teachers will track student progress using the ELLPs</li> </ul>

## ANALYSIS OF VARIANCE 2020

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"> <li>• Leaders of learning meet specifically to monitor progress of target students.</li> <li>• Meetings will be held at end of term with each Learning Area to discuss progress of focus students.</li> <li>• There will be regular contact between school and home and parents will be engaged in their children's learning through weekly home notes. Parent meetings and emailing.</li> </ul>
Teacher Inquiry into their practice and its relationship to student progress.	All teachers	On-going	<ul style="list-style-type: none"> <li>• Teacher goals set.</li> <li>• A spiral of inquiry will be used to record progress against these goals with a focus on student achievement.</li> <li>• There will be regular contact between learning areas to share stages of inquiry.</li> </ul>
IEP's  Action Plans	All stakeholders  Teachers	Twice a year  Once a Term or as necessary	<ul style="list-style-type: none"> <li>• These will be written for all Priority/focus students who are a year behind the expected curriculum level and progress against goals will be monitored.</li> <li>• Differentiated learning programmes will be developed to meet specific needs.</li> </ul>
Share bright spots and problem areas	Leaders of learning/all teachers at staff meetings	Yrs 1 - 8	<ul style="list-style-type: none"> <li>• To analyse data, effective teaching and to share good practice</li> </ul>
Rigorous moderation of writing to take place.	Target Students	On going	<ul style="list-style-type: none"> <li>• There will be a rigorous moderation process.</li> <li>• There will be critical analysis of data and rigorous tracking of target students.</li> </ul>

### 2020/2021 - 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 speaking, reading and writing.

Targets/Focus students are collaboratively set, understood and monitored. Priority groups will be formed for Maori, Pasifica, ELL and all at risk students.