



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

JIREH CHRISTIAN SCHOOL

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

Strategic Plan 2025 - 2027

Our Vision

Our student outcomes

Our Values

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



Romans 11:36 "For from Him and through Him and for Him are all things, to Him be the glory forever. Amen"

Three Year Overview 2025 - 2027

Goals	Initiatives	2025 Outcomes	2026 Outcomes	2027 Outcomes	Measured by:	Success
<p>Strategic Goal 1</p> <p>Raise achievement through an increasingly knowledge-rich and evidence-based curriculum.</p>	<p>Develop and embed the NZCR based on the science of learning.</p> <p>Plan and implement an assessment framework which is reliable and enables consistency.</p> <p>Provide targeted support lifting the long tail of underachievers.</p>	<p>Implement the NZCR for English and Mathematics and Statistics.</p> <p>Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.</p> <p>Evidenced-based structured literacy and maths pedagogy will bring success to a greater number of students.</p>	<p>Implement the NZCR for science, technology, health and PE.</p> <p>Embed the assessment framework.</p> <p>Teachers will be enabled to run accelerated learning groups for literacy, mathematics and statistics.</p>	<p>Implement the NZCR for language learning, the arts and social studies.</p> <p>Review and refine the assessment framework, making changes for improved, accurate, reliable and consistent data.</p> <p>Embed ALLS and ALIM at JCS for all at-risk students.</p>	<p>% of students achieving at or above the Year level expectations in mathematics, reading and writing.</p> <p>* 2025 - 70%</p> <p>* 2026 - 75%</p> <p>* 2027 - 80%</p> <p>% of at-risk students achieving at or above the Year level expectations in mathematics, reading and writing.</p> <p>* 2025 - 65%</p> <p>* 2026 - 70%</p> <p>* 2027 - 75%</p>	<p>Achievement is raised - all students are making measurable progress.</p>
<p>Strategic Goal 2</p> <p>Foster a Christ-centred culture of learning and community.</p>	<p>Develop a programme which facilitates character development.</p> <p>Ensure wellbeing is embedded and authentically monitored.</p> <p>Improve attendance.</p>	<p>Devise essential character traits which arise from Christ-centred education for students at JCS which come out of "The Jireh Way".</p> <p>Implement the assessment tool for the JCS Wellbeing Framework.</p> <p>Follow the MoE Stepped Attendance Response-STAR model.</p>	<p>Introduce the essential character traits into the curriculum.</p> <p>Review and refine the assessment tool.</p> <p>Follow the MoE Stepped Attendance Response-STAR model.</p>	<p>Embed the character traits into the curriculum.</p> <p>Collate wellbeing data over 2 years which will inform the next steps in the wellbeing journey.</p> <p>Follow the MoE Stepped Attendance Response-STAR model.</p>	<p>Peer and teacher observation and reported on as part of the formal progress reporting to parents twice a year.</p> <p>JSC Wellbeing Survey, (Assessment Tool) age specific for Years 1-3, 4-6 and 7-8. The data is collated, discussed at Staff meetings and reported to the Board.</p> <p>80% of students are present 90% of the term- using eTAP and Everyday Matters data.</p>	<p>Students demonstrate "The Jireh Way" and a measurable sense of wellbeing.</p>

Three Year Overview 2025 - 2027

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

Annual Plan 2025

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

3 Year Success Metric:

- 1.1 Students are achieving at or above the Year level expectations in mathematics, reading and writing. * 2025 - 70% * 2026 - 75% * 2027 - 80%
- 1.3 At-risk students are achieving at or above the Year level expectations in mathematics, reading and writing. * 2025 - 65% * 2026 - 70% * 2027 - 75%

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Implement the NZCR for English and Mathematics and Statistics.	Teachers become familiar with the new English, Maths and Statistics curriculum.	SLT, LoL	Term 1 – 4 Term 2	\$2000 TODs	Teachers are familiar with the new curriculum for English, Maths and Statistics.	
	A new planning template is designed to align with the NZCR.	LoL, SLT	Term 2, 4		An aligned planning template.	
	Design a new formal report template for reporting to parents to align with the NZCR.	SLT			An aligned report card.	
	Teachers attend Structured Literacy PLD and Maths PLD.	Teachers, SLT, facilitators	Term 1 - 4	\$500	Teachers are using the pedagogy of the science of learning in their classrooms in structured literacy and maths lessons.	
	The new curriculum is implemented for English, Mathematics and Statistics.	Teachers, Kahui Ako Within School Leaders	Term 1 - 4	\$20 000- reading books	The new curriculum is being used in English, Mathematics and Statistics.	

Continued ...

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

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
<p>Teachers will have a good understanding of how to implement the standardised tests and how to use data to inform teaching and learning.</p>	Teachers will have PLD on the new and revised assessment tools of PAT and e-asTTle.	Principal, facilitators, teachers, LoL	Term 1	\$200	Teachers are able to administer the assessment tools correctly.	
	The new assessment tools will be implemented for reading, writing and maths.	Teachers	Term 2 - 4			
	Design new formal report for parents to match the curriculum phases of learning and the refreshed curriculum.					
	Data will be used effectively to inform teaching and learning.	SLT, LoL, teachers	Term 1 - 4		Data is informative and reliable and leads to student progress and success.	
<p>Evidence-based structured literacy and maths pedagogy will bring success to a greater number of students.</p>	Teachers will be using structured literacy and maths, using scope and sequence and repeated revision, hanging new learning onto what is known. They will work with target groups to front load new vocabulary and revise concepts and sounds.	Teachers, TAs	Term 1	\$5000	At-risk students will be in targeted small groups, getting additional support to help them progress and achieve success.	
	PLD for learning support workers in structured literacy.	TAs, SENCO	Terms 1 - 4	\$400	TAs will be familiar with the pedagogy of structured literacy and maths and use it when working with students who require additional help.	

Annual Plan 2025

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

3 Year Success Metric:

- 2.1 Reporting to parents on students' character twice a year as part of the formal progress report.
- 2.2 The JCS Wellbeing Assessment Tool is used to indicate the wellbeing of students against the JCS Wellbeing elements for human thriving.
- 2.3 80% of students attend 90% of the time.

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Devise essential character traits for students at JCS which come out of "The Jireh Way".	Unpack "The Jireh Way".	DP, teachers	Term 2		Teachers have a good understanding of behaviour expectations based on the school values and being Christ-like.	
	Decide on character traits that reflect "The Jireh Way" and which all JCS graduates should have.	SLT, teachers	Term 3		Land on character traits that reflect the mission and purpose of JCS and its aspirations for all students.	
	Redesign "The Jireh Way" to include character traits.	Principal, DP, designer	Term 4	\$2000	"The Jireh Way" which includes Godly character traits.	
Implement the assessment tool for the JCS Wellbeing Framework	Teachers use the JCS Wellbeing Assessment tool.	Teachers, Within School Leaders	Term 2		The Wellbeing Assessment Tool gives reliable, useful data in gauging and monitoring student wellbeing.	
	Data is collated and an action plan put in place to support student wellbeing.	LoL, Principal	Term 2-4		Student wellbeing is improved through the implementation of appropriate action plans.	
Follow the MoE Stepped Attendance Response STAR model	Clear procedures for following up chronic absenteeism are written up based on the STAR model.	Principal	Term 1		Clear procedures are followed for following up chronic absenteeism. Improved attendance.	
	Report to the Board termly using data from Everyday Matters.	Principal	Term 1 - 4		The Board is well-informed around attendance at JCS.	

Annual Plan 2025

Strategic Goal 3: Develop an integrated graduate profile

3 Year Success Metric:

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

Initiatives	Key Actions	Who	Timeframe	Resources, Time & Budget	Outcome	Reporting to the Board
Grow teacher knowledge and understanding of the Key competencies.	Teachers read various material and books on key competencies from the OCD countries, Australia and NZ.	Principal Teachers	Term 1-4	\$500	Teachers have a good understanding of the key competencies.	
Integrate the JCS Student Outcomes with the key competencies.						
Design and integrated Graduate Profile						

MOE Priorities - 2025

1. Improving Attendance

How JCS is focused on raising attendance

SEE STRATEGIC GOAL 2 ON THE ANNUAL PLAN

MOE and Kahui Ako Priorities - 2025

2. Reading, Writing, and Maths NZCR

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

SEE STRATEGIC GOAL 1 ON THE ANNUAL PLAN

SLAMS

Service Leadership Arts Mission Sport

Our Co-curricular Programme Strategic Initiatives for 2025 - 2027

Service

In line with our valued Jireh Outcomes, Jireh Christian School does not want to adopt an island mentality. Students are encouraged to be outward looking, showing genuine interest in and concern for others. An avenue for this to happen practically is through links with community service groups. In 2025 we will strategically partner with community service groups to bless our community. This requires the establishment and maintenance of relationships with other organisations that are keen to see our students serve. Some of these are local rest homes and Feed the Streets Avondale.

Dedicate time to serving in the community. This can become an annual event, serving different areas of need in the community from helping people to cleaning up local creeks.

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

Leadership

2025-2027 - Year 7 & 8 Leadership Programme grows and develops to include more leadership opportunities for students to serve the school community through servant leadership. House Captains, Head Boy and Head Girl and the fortnightly leadership opportunities. Tīwai students will be part of a Growth Culture programme to grow leadership capability. The Strengths Finders programme for young people will be run with students being coached 2025-2026.

Arts

2025-2027 - Continue to develop the performing arts in the areas of music, dance and drama. Allowing for platforms and opportunities to showcase these arts in assemblies, Grandparents' Day, Awards' Ceremonies, Language Weeks and Cultural Weeks and other events the school has. Organise a flash mob to perform at school family BBQs.

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

Mission

2025-2027 - Supporting TEAR Fund child. Yr. 5 Mission Minded programme. Outreach at the Feed the Streets Avondale.

2025 - Market Days for mission fundraising- Asian Outreach.

2026 - Mission trip for Tīwai students to Samoa.

Sport

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

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

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

Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

- Through the Child Friendly and Wellbeing surveys students are able to voice their concerns around bullying and discrimination by anyone at school, teachers and peers. The results are collated, and suitable programmes are set up to address problems.
- "The Jireh Way" and Values express the intrinsic worth of each child, made in the image of God.
- Cultural Week is held once every 2 years to give value and honour to all the diverse cultures in our community. The parents run the week, and the students dress up in the culture of the day as they celebrate their uniqueness in the unity of our common faith.

Have high aspirations for every learner and ākonga and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

- Parents are consulted as Māori Pasifika, Asian and Pakeha, acknowledging that priorities may differ for different cultural groups, and all are given the opportunity to share their desires for their children. Consultation is done in cultural groups at meetings, through WeChat for the Chinese parents, at Hui and Fono for Māori and Pacific Island respectively and online surveys.
- Māori whānau have developed a rubric for Māori learners (success as Māori) which is used to inform teachers what to include and how to use the cultural competencies in the teaching and learning programme and to include tikanga Māori in the day-to-day life of the classroom and school.
- Staff are unpacking Tapasa and using the cultural competencies to inform teaching and learning.
- A new history curriculum has been developed in 2022 to be fully implemented in 2023. It will include local history and the history of Christianity, which is part of the special character of JCS.
- The Pasifika Education Plan was introduced to staff in 2022 and through consultation with aiga at Fono and staff an action plan will be developed in 2023 and embedded in 2024.

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

2. Barrier Free Access How JCS is focused on achieving the NELPS

Reduce barriers to education for all, including for Māori and Pasifika learners, disabled learners and those with learning support needs.

- The SENCo, together with the teacher, establish which students require additional help, and they are given appropriate support through various agencies, programmes and/or TA support. Action Plans and IEPs are set up collaboratively with the team who work with the students. Student voice is gained to ascertain what works best for them to help support their learning.
- SWIS and other agencies are used to help families with life skills like budgeting and applying for funding and assistance. Food banks are used when necessary.
- Students have access to counselling at school.
- Teachers make an intentional effort to know their learner and show an interest in where they come from and all about their culture, hobbies, etc. Teachers complete a template, together with the student and their parents, learning who they are beyond the classroom. The students have cultural artefacts and things that are unique to their identity displayed in the classroom.
- ESOL students have a supplementary form as part of their enrolment which is filled in at the family interview. The family give information around the student's exposure to English, how well they are versed in their first language, how well the parents speak, read and write English and who helps them with their homework. This allows the teachers to be better informed when they design teaching and learning programmes for their ELLs.

Ensure every learner gains sound foundation skills, including language, literacy and numeracy.

- ESOL learners are given assistance in the classroom and in small, withdrawal groups. Teachers and TAs have had PLD and continue to have support in embedding the 7 ESOL principles. ESOL is also a focus of the Kāhui Ako. The 7 ESOL principles are being embedded in the learning programme.
- Staff are doing Te Reo Education Perfect (2024-2027). This PLD leads into the classroom through tikanga and Te Reo Māori lessons using the NZC.

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

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

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

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

4. Future of Learning and Work How JCS is focused on achieving the NELPS

<p>Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.</p>	<ul style="list-style-type: none"> - Whānau come into school and contribute to inquiries in their field of expertise, as appropriate. - Students explore primary, secondary, and service industries and how all contribute to society in inquiries over a 3-year cycle. - A future initiative for intermediate students will be to spend a day in a workplace of their choice.
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KAHUI AKO/COMMUNITY OF LEARNING AND MOE PRIORITIES



OUR VISION

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



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

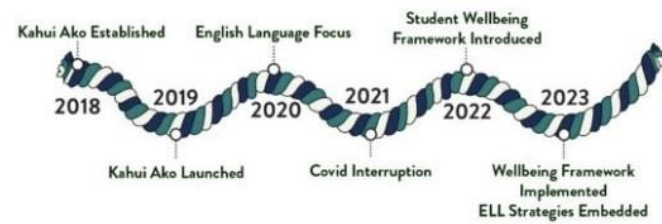
Who is in our waka?



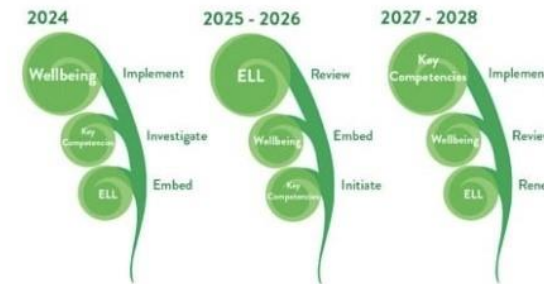
What will drive improvement?



Our Journey



Progress Aspirations



Progress Indicators

Key Competencies	English Language Learners	Wellbeing
2024 (Investigate) <ul style="list-style-type: none"> An agreed timeline exists that will see the Key Competencies introduced to teachers. Best evidence exists and is communicated to all stakeholders on what constitutes a key competency and the value of these to ensure more significant student outcomes. 	2024 (Embed) <ul style="list-style-type: none"> Teachers' planning will demonstrate how the ESOL strategies are being used Staff new to the Kahui Ako will be given the necessary information to ensure understanding of ELL's 	2024 (Implement) <ul style="list-style-type: none"> Teachers and students are conversant with the Wellbeing Framework Planning and teaching reflect the spokes of the Wellbeing Framework Relevant professional development is effectively delivered.
2025-2026 (Initiate) <ul style="list-style-type: none"> A common Key Competency framework and understanding exists across all member schools. The Key Competencies align and support the refreshed curriculum. Staff report growing confidence in integrating Key Competencies into their teaching and learning programs. 	2025-2026 (Review) <ul style="list-style-type: none"> Programs are externally evaluated to verify that the correct practices and systems are being used to ensure the best student outcomes Data collected is utilized to support the improvement plan The plan is effectively communicated to stakeholders 	2025-2026 (Embed) <ul style="list-style-type: none"> Curriculum delivery includes effective wellbeing strategies across all the member schools New staff are upskilled in effective wellbeing strategies
2027-2028 (Implement) <ul style="list-style-type: none"> There is growing evidence of teachers planning and teaching Key competencies in work units. Students refer to the Key Competencies in their learning and transfer these into different learning contexts. A data bank of Key Competencies ideas exists at all curriculum levels that promotes a growing proficiency at various stages of development. 	2027-2028 (Renew) <ul style="list-style-type: none"> Stakeholders respond to evaluation data Programs practices and systems are monitored and recalibrated through collaborative inquiry. 	2027-2028 (Review) <ul style="list-style-type: none"> Programs, practices and systems are externally evaluated through collaborative inquiry Teacher leaders make sense of data to feed into improvement plan Teacher leaders plan and communicate next steps to stakeholders

ANALYSIS OF VARIANCE 2025

Jireh Christian School Achievement Targets 2025

Curriculum Areas:	Reading		
Key Competency:	Using Language, Symbols and Texts - Decodes and gains meaning from texts		
Baseline Data:	LLARS and PROBE reading tests Years 1-3 Term 2 2025 and Term 4 2025		
Strategic Goal:	Staff and students are participating in Structured Literacy PLD to raise the achievement levels for reading as per the Strategic Plan. 80% of students who have been at school for: 6 months at Stage 4 Yr. 1 at Stage 6 Yr. 2 at Stage 7.1 Yr. 3 at Stage 7.4		
Action Taken	By Whom	When	Expected Results
Opportunities are created for teachers to share their expertise.	Teachers	Staff, Literacy team and learning area meetings	<ul style="list-style-type: none"> Expert buddy willingly and confidently shares with colleagues.
Develop planning to ensure integration of assessment, content knowledge and pedagogical content knowledge to be responsive to student's needs as per Structured Literacy.	Teachers	Weekly	<ul style="list-style-type: none"> Leaders of Learning meet specifically to monitor progress of target students. Meetings will be held at the end of term with each Learning Area to discuss progress of focus students. There will be regular contact between school and home and parents will be engaged in their children's learning through weekly notes home. Parent meetings and emailing.
The Literacy Team will Inquire into practice and its relationship to student progress.	Literacy Team	On-going	<ul style="list-style-type: none"> Teacher set goals for students. Teaching as inquiry will be used to record progress against goals with a focus on student achievement. This will form part of the Literacy Team's leadership goal as framed by the Leadership Capabilities Framework.
IEP's	All stakeholders	Twice a year	<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.
Action Plans	Teachers	Once a term or as necessary	
Share bright spots and problem areas.	Leaders of Learning / All teachers at staff meetings	Years 1 - 8	<ul style="list-style-type: none"> To analyse data, effective teaching and to share good practice.

Action Taken	By Whom	When	Expected Results
PLD for standardised testing.	Target Students	On going	<ul style="list-style-type: none"> Teachers carry out standardised testing for reliable, consistent school wide data. There will be critical analysis of data and rigorous tracking of target students.
All teachers and teacher aides will be part of the Structured Literacy PLD. This involves 3 intensive days and 6 Zoom afternoons.	Liz Kane facilitators Teachers Leader of Learning - Writing	2025 - 2027	<ul style="list-style-type: none"> 2025- Teachers develop common understanding of, and shared language around, the pedagogy of structured literacy. Teachers growing in confidence in their own ability to teach reading, understanding the science of learning. Teachers understand the importance of and use scope and sequence. A positive shift in attitude towards reading, in both students and teachers as students gain confidence and success.
Teachers on Structured Literacy PLD programme – Liz Kane 2025.	LKL facilitators	Term 4 2024- 2025	<ul style="list-style-type: none"> An embedded school-wide structured literacy programme. Consistent assessment with a common understanding of expectations at each learning phase and curriculum levels. Greater student success in the area of reading.

2025/2026- Planning

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

- Teachers and students will continue to be part of Structured Literacy PLD.
- Priority groups will be formed for Māori, Pasifika, ELL and all at risk students and they will be monitored as separate groups and as part of the whole cohort.

THE JIREH WAY

IN THIS SCHOOL WE...

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

AT JIREH CHRISTIAN SCHOOL,
OUR VALUES GUIDE OUR
BEHAVIOUR.

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

IN DOING ALL THIS, WE
PLEASE AND GLORIFY
GOD.