

# Faith City School Annual Plan 2024



**FAITH**  
CITY SCHOOL

*Te Kura Hāpori o te Whakapono*

## Our Mission

*Teaching with a Christian World View for lifelong learning.*

**Motto— To learn, grow and serve the Lord.**

### Values

*Respect for God*

*Respect for Others*

*Respect for Self*

*Respect for*

*Environment*

### Principles

*God and learner at the  
centre*

*Learning about our World*

*Learning about our People*

*Developing Faith, Values &  
Character*

*Growing to be the best  
version God made me to  
be*

*Building Culture &  
Community*

*.Proverbs 22 verse 6*

*"Train up a child in the way he should go, and when he is old he will not  
depart from it"*



### Building a culture of well-being where kaiako and ākonga fulfill their potential in an environment that is happy, safe and culturally responsive

#### Targets :

- Renew Transition processes to FCS and on leaving to Secondary school s
- Improve schoolwide incident referrals through analysis of Big five data
- Integration of faith based into other key learning areas
- Improve Well Being Survey data—students and staff
- Develop a resiliency programme with support from RTLB—students year 4-8
- Students and community feel valued in our multicultural school

#### Background Data:

PB4L School-Wide looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

PB4L takes the approach that opportunities for well-being and therefore increase if:

The school environment is positive and supportive                      Expectations are consistently clear

Students are consistently taught desired behaviours.                      Students are consistently acknowledged for desired behaviours and undesirable behaviours are responded to in a fair and equitable way.

Christian values are prevalent in the lives of our children—identified as an area all want us to strengthen and keep going on

Students are affirmed through their culture—feedback identified this is very important to our community

Transition to and particularly to secondary school be more effective—very important to whanau

Respect points in the classroom are effective for motivating Christian learning, respectful behaviour and academic performance and

The majority of students are responding really well to our PB4L programme. Staff are very proactive and restorative in their approach.

Our school TFI regularly received 100% - needs us to continue reinvigorating

#### Planned Actions for Lifting Achievement

- Iwi collaboration to strengthen cultural responsive ness and transition
- Well-being surveys Kahui Ako—plan Resiliency programme—students and teachers
- To teach students to care for themselves, relate to others and become responsible contributors to society through our respect Values
- To develop curriculum, policies and programmes that promote a stimulating, safe and caring environment and build upon the matrix and schoolwide values
- PB4L programme in class + Big 5 data to inform response and practice
- Sustain and practice/reinvigorate Restorative Practice
- Strengthen CEP into all curriculum areas—PLD via Kahui Ako
- Increased collaboration with other churches
- Special character review
- Increase visibility of all cultures, African, American, Asian Pasifika—curriculum, wall space, language, celebrations
- Cultural liaisons

Who is Responsible - Principal & All Staff + PB4L-SW team + BOT



### Building our understanding and knowledge of Te Ao Māori

#### Targets:

Partnering with Iwi - Localised place-based learning where Māori achieve success as Māori the correct Phase for their year level

Maori achieving Schoolwide curriculum levels in Writing and Maths—Achieving within

Te ahu o te reo Maori in class—allocated time of te reo in all classes—improved Maori language by all students

Increase our awareness of how Te Tiriti principles apply to education

Matauranga Maori being a platform for learning.

Cultural agility – being confident in our own culture and confidently stepping into things Maori—students from other cultures have opportunity to widen their understanding of Te Ao Mao-

#### Background Data:

All staff have been through Te ahu o Te Reo Maori

Ongoing Tutored Te Reo Maori and Kapahaka—students are engaged in this 30mins per week + kapahaka ropu committed to more time

Maori liaison with our Kaumatua and Whaia

Maori students have been doing as well academically as other students or better.

Maori like other students are struggling with Writing

85-100% of Maori students leave at Year 8 At or Above curriculum levels in Maths

85-100% of Maori regularly leave at end of Year 8 At or Above curriculum levels in Writing

No method for assessing Maori language development — just teacher judgement

#### Planned Actions for Lifting Achievement

- Individualised learning plans + target groups for Māori students to assist learning
- Develop a student assessment matrix for Te Reo Māori language use
- Continued Support for Te Reo/tikanga/Kapa Haka/Māori performing art across the kura i.e marae visit
- Classroom observations will be completed for Maori lessons as part of PGC
- Every teacher review and develop class Mahere Reo plan for the year
- Weekly 30 min timetabled Te Reo Māori lessons and team teaching of te reo Maori in classes
- Sustain teacher use of Te Reo Māori and analyse through Professional Growth Cycle
- Encourage further PLD via Te Ahu o Te Reo Māori—Hapai Tu Te ahu o Te Reo Maori
- Use localised/place based learning to inspire students and make learning relevant in key curriculum areas—collaboration with Iwi to create units of study that reflects place-based learning, Te Ao Maori and Te Tiriti o Waitangi
- Teachers will develop strategies for their target groups and report data to team leaders, the Principal and to BOT mid-year and end of year
- Continue to develop and implement Aotearoa NZ Histories curriculum to support local curriculum

**Who is Responsible**—All teachers - Maori Curriculum Lead - WSL Sue Little & Trisha+ PD facilitator + Principal—BOT Whanau



## Teacher effectiveness, with aspiration to nurture individual learners to achieve success across key learning areas

### Targets

**85-90% of Year 8 leavers are At or Above Phase 3 — Writing & Maths**

**Key Target Groups, Maori, Pasifika and neuro diverse learners; make improved progress in Writing and Maths**

**70% of Boys will reach the appropriate Phase for their year level n Writing**

### Background Data

**Maths**—82% (123 students) were at or above the expected Curriculum level. (An overall increase) 14% (21 students) were working towards the expected curriculum level. 4% (7 students) were below the expected curriculum level.

**Maori**-80% (23 students) of our Māori Students were at or above the expected Curriculum level. (An overall increase) 10% (3 students) were working towards the expected curriculum level. 10% (3 students) were below the expected curriculum level.

**Pasifika** 60% of our Pasifika students were at or above the expected curriculum level. (An overall increase).20% were working towards the expected curriculum level. 20 % were below the expected curriculum level.

**Yr 8 Leavers** -Yr 8 PAT results 2020 100% Yr 8 students stanine 5 and above

2021 100% Yr 8 students stanine5 and above

2022 100% Yr 8 students stanine 5 and above

2023 89% Yr 8 students stanine 5 and above A lower cohort of students who have shown progress throughout the year.

**Writing -2023:** Target: Increase boys results by 20% at or above the expected curriculum level for writing. 61% of boys were at or above the expected Curriculum level in writing. (An overall increase)

**Target:** Improve Pasifika results by 20% at or above the expected curriculum level in writing. 33% of our Pasifika students were at or above the expected curriculum level in Writing.

**Target:** Improve Māori results by 15% at or above the expected curriculum level for Writing. 72 % of our Māori students were at or above the expected curriculum level in writing.

### Planned Actions for Lifting Achievement

- Teachers will use the Refreshed curriculum in key learning areas English and Maths
- PLD Writing
- All classes will have target groups in Writing and set individual learning plans for these students.
- Target groups will focus on students who are not at the appropriate phase for their year level in Reading Writing and Maths including our Pacifica and Maori Students and Neuro diverse
- Students who are well-below will receive extra support—TA Support
- Continue supporting staff with Wilky Maths to keep at the level we have reached in 2023 supported by Maths leader
- Teachers will share twice a term on progress of target students and we will discuss ways these students can be assisted to make accelerated progress.
- Teachers will teach Maths in groups to support neurodiverse
- Teacher reports to the BOT
- PGC continues to focus on strategic areas of the school
- Develop localised Curriculum that engages Maori. To build awareness and expectations among teachers that build on akonga strengths as Maori.
- Improved use Digital Technology in classrooms
- Individual Goal Setting Plan with whanau, students and teachers at beginning of the year + mid year review

**Who is Responsible**—All teachers + Mathematics Leader + PD Provider + Principal +BOT