

## Insoll Ave School Strategic Planning – Achievement Target – Analysis of Variance

To improve student achievement in Literacy Writing

2022 Target	Outcome	Analysis	Evaluation
<p><b>To accelerate Target Students in each class who are achieving below the expected level.</b> School wide 47% 16% well below and 31% below (approx. 120 students)</p> <p>All teachers in Junior School Team to complete external PD in Structured Literacy</p> <p>Literacy Portfolio Team to provide PD to whole staff on Structure Literacy</p> <p>The STEPs programme used with selected students to accelerate spelling/support writing. Teachers have class target groups.</p> <p>Significant purchase of new texts for Structure Literacy- \$8000.00</p>	<p>Covid continued to have an impact on attendance with a significant number of children slow to return to school. (Overall present 79%).</p> <p>Vigilance on keeping sick children at home increased absenteeism &amp; interrupted attendance.</p> <p>It was difficult to target students identified when transient, and then covid absenteeism on top of this.</p> <p>Teachers had target groups and students who had <u>good</u> attendance, maintained progress levels.</p> <p>Small 4.7% improvement improvement in writing from 47% below the expected level to 42.5% below</p>	<p>Children in junior classes making good progress in writing considering significant numbers (40%) start school with ROL score &lt; 30.</p> <p>Correlation between assessment and attendance indicate poor attendance is impacting on student achievement.</p> <p>Covid had a significant impact on attendance, intervention programmes and subsequent progress.</p> <p>Professional discussions and across school moderation brought greater consistency in OTJ's.</p> <p>The Board purchased additional Structure Literacy texts at a cost of \$8000.00 Teachers report these are a lot better than the MOE free issue.</p>	<p>Classroom programmes are targeted and children positive in their engagement. Quality and variety of children's writing is evident.</p> <p>Structure Literacy is making a positive difference to student letter/letter sound knowledge.</p> <p>ERO visit in late 2019 identified writing as an area for improvement – especially in the area of student agency, assessment- feedforward and feedback. Covid disruption have made getting traction with some students difficult.</p> <p>Literacy continues to be a focus. This is in-line with CoL Te Pae Here 'Drivers of Change'</p>

## **Curriculum Report and Analysis of Variance for Insoll Avenue School 2022**

### **Literacy Focus**

#### **Strategic Aim for 2021**

To improve children's achievement in Literacy- particularly writing

#### **Objectives**

Strengthen and focus on writing teaching programmes by:  
Develop school wide consistency in practice through school curriculum plans.  
Using data & moderation to inform teaching.  
Trial Structured Literacy

#### **Targets**

Identify students at risk  
Move the class target students who are below expected level.  
Accelerate students who were at risk of not maintaining progress.

#### **Baseline Data**

40% of children at risk of not reaching the expected curriculum level in writing.  
Children are performing significantly better in Reading.

#### **Processes Put in Place**

As a staff we decided to 'go all out' with Structured Literacy' across the school.  
All junior team teachers upskilled either through BSLA or IDEAL training.  
The school Literacy Portfolio team dispersed professional learning on Structured Literacy and writing to all staff via weekly staff meetings.  
The idea is that once students have better sound knowledge this will improve spelling/ writing and the benefits may be more apparent in 2023

All classes taught Structured Literacy targeted to student Level 19 and below. Once student attained level 19 they returned to a normal reading programme.

Greater emphasis on target students—at risk students to be helped by Support staff and to receive additional lessons in rotations with teachers . Writing to be taught daily.

Each teacher required to identify 'target groups' for accelerated teaching.

Continuation of Board funded software *Reading Eggs* to support teaching - \$5000.00.

A 1 off significant purchase of additional texts to support Structure Literacy - \$8000.00

A lead teacher/DP working with literacy team to facilitate staff development – Structured Literacy

## **Results**

School wide at end of year data indicates the percentage of children who had made gains in writing was 4% - considering the margins of error, interruptions by Covid, change in cohort of children due to roll turnover, this make this figure 'soft/ropey/unreliable'.

## **Curriculum General**

### **Integrated Curriculum**

The school uses an integrated and inquiry base approach for the curriculum areas of science, social sciences, technology, arts and Health and P.E. Instruction in te reo Maori me te tikanga Māori has stand- alone lessons and is also integrated. Each term a concept for study is developed.

The staff use the school's 'pathways for learning' so that over a two year period a balanced curriculum is delivered.

The school is integrating Ministry supported PB4L (Sugai's research), plus Pause Breath Smile (Grant Rix- Mindfulness) and Growth Mindset (from Carol Dweck's research).

The highlight for the year (from the children's perspective) would have to be the Term 2 senior 3 day camp at Raglan. Despite covid there was a 'window of time' when our school was 'well' and children were able to participate.

Unfortunately many of the popular sporting and cultural events were cancelled due to concerns around Covid. Teachers highlighted the disappointment related to these cancelled events (especially the Jellibears music). At the end of year we were nearly back to 'normal' and were able to hold a performance of waiata for whānau and celebrate with end of year awards and prize giving.

### **Health & P.E and Sport**

This curriculum area has a significant stand-alone component to our school curriculum.

In August the school consulted with the community on their Health & PE priorities. They are, ranked from top to least: Body care & physical safety, Physical activity, Food & Nutrition, EOTC, Mental Health, Sports Studies, Sexuality Education.

Covid impacted on many of the sporting opportunities with postponements and cancellations. However we still managed some netball & indoor basketball. These are supported/subsidised with 'kiwi sports funds'. Children really enjoy these events.

Ministry 'kiwi sport' funding is used to subsidise team entry fees, registrations, additional equipment, uniforms and travel for students who teachers transport.

The school continues to implement PB4L –'Positive Behaviour for Learning'. The agreed values (which are documented in our Charter) of Honesty Me Tupono, Excellence Me Hīringa, Resilience Kia Auamātea and Organised Kia Rite –are now well imbedded in the school culture and practices. We continue to have new staff participate in IY4T courses which support PB4L.

The Ministry did manage to do a SET audit early in 2022 and provided school with a written report/feedback.

### **Areas for Focus 2023**

Staff continue to work on professional learning in a portfolio team in one the areas of:

Literacy, Maths, Digital curriculum, Enviro, incorporating Cultural Responsiveness and Taakaro Ora project (Health & Wellbeing).

For this year a focus has also been put on the new NZ Histories Curriculum, teaching this for social science. These are in-line with our Kahui Ako supports via *Across School Teachers*.

These will be linked to the Cultural competencies of Ako, Manaakitanga, Tangata Whenuatanga, Wānanga and Whanaunatanga.

Teaching as inquiry/Cultural Competencies will continue and the work in the Portfolio teams will be part of the teacher's formal 'professional growth cycle.

The major focus for teacher PLD will be in literacy – in particular writing & student agency, assessment -feedback/feedforward (as identified in the 2019 ERO report). School has now implement the *Structured Literacy Programme*, with the idea that the 2022 professional learning and teaching may have benefits for student writing.

Target groups/children (priority learners) will be tracked for core curriculum of maths, reading and writing. Structure Literacy will also be monitored.

This year, 2023, the Board have continued to fund additional opportunities for children in the *Arts* with external providers coming into school for: Dance- *Footsteps* and Music- *Jellybeans*.

The Board have also budgeted to fund 'Code Avengers' for the senior students, as part of the digital curriculum, Maths Seeds in the Middle School and Reading Eggs in the Junior School. School also funds for the Middle and Senior School to use the House of Science' kits.

The Board had committed to building a new swimming pool – this is currently work in progress and the school aquatics programme may be late starting in 2023.

The school remains in the MOE 'no donations scheme'. The additional funding will be used to continue the school's EOTC programme so there is no cost to whānau. The Board have also allocated funds from this scheme so every child receives free school stationery in 2023.

As part of the MOE "Free & Healthy Lunch Scheme' every child will receive a free school lunch every day. There will also be additional food available via the Fruit In Schools project and the school's sponsored Breakfast Club.

The school has a range of supports in place for student welfare which include:  
SWiS, school counsellor, (both MOE funded) and a school chaplain & a mentor for students.

The school is aware of the MOE strategy and goals for attendance and is an active user of the Kahui Ako attendance service Te Hononga.

\*Note: Insoll is a member of the Hamilton North East/Te Pae Here *Community of Learning/Kahui Ako*.

