

INSOLL AVENUE SCHOOL

CHARTER

2022



THE CHARTER

Future Directions Long Term Section

Mission and
Vision

Core beliefs and
values

Unique position of
Māori culture and
New Zealand's
cultural diversity

Thinking that informs our goals

Strategic Planning

Student learning
and achievement

Developing a
quality learning
community

School
operation

(Students)

(Teachers/Programmes/
Community)

(Systems)

Goals and strategies that inform our annual plan

Annual Plan

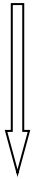
Priorities and actions

National Priorities

Self Review

School
Operations

Priority areas for
improving
student achievement





CHARTER/FUTURES THINKING

What will students need to know and be able to do for tomorrow's world?

Mission Statement – The school's purpose

To develop confident learners who succeed in today and tomorrow's world

Vision / Goals - (Where the school intends to be)

To be.....

1.a school where all people are recognised and respected as unique individuals.
2.a school that recognises the importance of high quality literacy and numeracy.
3.a school that recognises the importance of quality teaching and learning.
4.a safe place where all are nurtured by a positive school environment.

Beliefs: - What beliefs underpin our teaching and learning?

We believe :

- All children have the ability to learn
- Learning is all around us
- That learning is fun and challenging
- That we must feel safe in our learning
- We all learn from each other
- We must have high expectations

Community of Learning – Te Pae Here

Drivers of Change 2022

- Cultural Relationships for Responsive Pedagogy
- Student Agency
- Building Techer Capacity & Capability

A focus also on: Wellbeing.

- Values:**
- What do we value in our school?
 - What does the community expect of the school? (also societal influences)

Educational Values

Virtues Values

- risk taking
- educational challenge
- clear communication
- cooperative effort
- the importance of cultural diversity
- the 'wairua' of the Treaty of Waitangi

Be an Insoll **HERO**

H - be **honest** and give the facts me pono

E - strive for **excellence** – do my very best and aim high me rawe

R - be **resilient** –stay calm and try again me aumangea

O – be **organised** and ready for learning me tītakataka

Virtues implemented as part of PB4L contract 2011



CULTURAL DIVERSITY AND MÄORI DIMENSION

Insoll Avenue School will reflect:

Bicultural Perspectives

Unique position of the Mäori culture

New Zealand's bicultural heritage is unique and is important to all New Zealanders.

Me ahukahuka, me uara hoki te marautanga o te kura i te tunga ahurei o te Maori i roto i te porihanga o Aotearoa . Me ahukahuka te marautanga o te kura i te tino whai take o nga tikanga, korero nehe, uara hoki o nga Maori me nga Pakeha, mo nga tangata katoa o Aotearoa.

Te Anga Marautanga o Aotearoa

The school curriculum will recognise and value the unique position of Maori in New Zealand society. The school curriculum will acknowledge the importance to all New Zealanders of both Maori and Pakeha traditions, histories, and values.

Students will:

- * understand the nature of biculturalism and the partnership between Maori and Pakeha;
- * explore the bicultural heritage of New Zealand society, a heritage that contributes to their identity as New Zealanders.

Multicultural Perspectives

New Zealand's cultural diversity

The school curriculum will encourage students to understand and respect the different cultures that make up New Zealand society. It will ensure that the experiences, cultural traditions, histories, and languages of all New Zealanders are recognised and valued. It will acknowledge the place of Pacific Islands societies in New Zealand society, and New Zealand's relationships with the peoples of Europe, Asia, Africa and the South Pacific.

SSINZ Curriculum, page 21

Students from a diverse range of cultural groups are present in our school. When exploring cultural experiences and cultural diversity, programmes in our school will:

- * recognise and value the traditions, histories, and languages of the cultures within New Zealand;
- * examine issues related to racism and explore ways to promote non-racist attitudes and behaviour in the school and wider community;
- * recognise that students may need to meet more than one set of cultural expectations;

When incorporating Māori perspectives in school programmes, teachers will:

- * endeavour to ensure that the perspectives are in accordance with the views of iwi kainga and tangata whenua;
- * recognise that te reo Māori and nga tikanga Māori are taonga and have an important place within the school's curriculum.

* consider members of cultural groups within the local and wider community when including aspects of content related to those cultures.

The school has established a relationship with a Kaumatua of Ngati Wairere, who as a local community member, and also Kaumatua of our local High School. He is involved with the cultural and special events of the school.

The reasonable steps Insoll Avenue School takes to incorporate tikanga Māori (Māori culture and protocol) into the school's curriculum:

School occasions are planned to include tikanga Māori as the kaupapa of this school. This includes powhiri/whakatau, mihi, waiata and karakia where appropriate.

The focus on learning includes educational achievement for Māori children attending this school with culture, protocol and Māori perspective included in classroom and curriculum programmes whenever possible/appropriate.

Insoll Avenue School's provision for instruction in Te Reo Māori (Māori language) for full time students whose parents request it:

The school has responded to parental requests for instruction in te reo Māori with language enrichment/extension classes overseen by the Deputy Principal. This is an option for parents to select/request and is offered annual via a consent form in the school newsletter.

There are several teachers across all levels who are capable of offering more than basic te reo me te tikanga Māori, this is integrated into their daily classroom programmes.

All other classrooms in the school operate a basic introductory Maori language programme delivered by the classroom teacher.

In addition all classes participate in weekly kapa haka and waiata with skilled teachers and support staff.

Steps taken to discover the views and concerns of the school's Māori community.

Insoll Avenue School recognises the following Maori groups have an interest, participate and contribute to the education of our children.

Tangata Whenua - Ngati Wairere

School Whanau hui

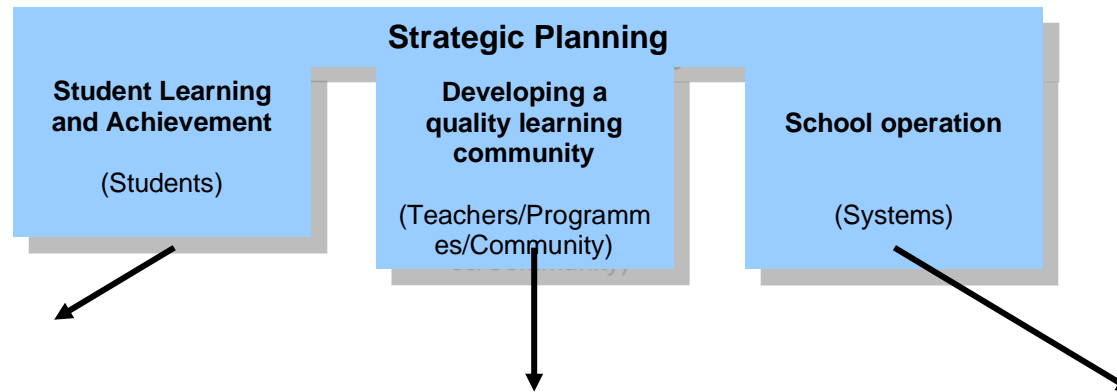
Other Maori parents/caregivers/grandparents

During 2021 the Board will continue to offer opportunities to consult, and endeavor to define the views of parents and caregivers.

Due to the Ministry of Education wanting Insoll Ave School to put in place an enrolment scheme (to manage current roll growth), an enrolment zone was put in place beginning Term 4 2018. It continues with 10 places available for 2021 at new entrant/Year 0 only.

As part of our Community of Learning/Kahui Ako initiative with *Te Pae Here*, our school has engaged with the consultancy company and *University of Waitako - Poutama Pounamu* to undertake a collaborative inquiry on 'Cultural Responsiveness' - *Te Rongohia te Hau and a blended learning programme in 2021.*

DEVELOPING STRATEGIC GOALS



A. Goals that focus on improving student achievement:

1. To improve childrens' literacy achievement.
2. To improve childrens' numeracy achievement.
3. Children are able to use digital technologies to enhance learning.
4. To equip children with self-management skills.
5. To work collaboratively with colleagues as part of the *CoL Te Pae Here-Hamilton North East*

B. Goals for curriculum, support programmes, community partnership and teacher development:

- To further develop effective learning approaches, and teaching delivery, and to integrate these into regular classroom programmes.
- To implement the National Curriculum documents.
- To increase active and positive parent/caregiver/whanau involvement.
- To participate in CoL events

C. Goals for school operations - personnel, processes and systems (e.g. financial management):

- To continue to develop the school facilities to enhance learning opportunities.
- To develop literacy and numeracy as foundation to learning and technology as a management tool in all aspects of school life.
- To manage resources and maintain supporting operational documentation.
- To support the CoL by engaging in local initiatives.



FROM GOAL TO STRATEGIES: For improving student achievement (2022-2024)

Goal A: Goals that focus on improving student achievement:			
1. To improve children's literacy achievement.			
Objectives <i>What are we planning to do?</i>	Strategies <i>How are we going to do it?</i>	Anticipated Duration <i>How long will it take?</i>	Self Review/ Reporting <i>Where have we got to and what do we intend to do next?</i>
To accelerate new entrants oral language and readiness for reading and writing.	A focus on Play Based Learning for Year 0 new entrants. Expert teaching/targeted programmes- including MSL & BSLA Liaise with local ECE's	on-going - on-going	Annually -March Reports to BoT Review Play based learning in Dec.
To bring children's reading & writing achievement closer to national norms- monitoring progress closely. To improve literacy comprehension	Moderation in writing school wide Structured Literacy/BSLA Targeted support. Tracking and monitoring. .	On-going Term 2 & Term 3.	Beginning, mid and end of year
To improve use of assessment data to inform teaching practice	School wide professional learning focus led by D.P & literacy team.	Terms 1-4	Beginning, mid and end of year.



FROM GOAL TO STRATEGIES: For improving student achievement (2022-2024)

Goal A: Goals that focus on improving student achievement:			
2. To improve children's numeracy achievement.			
Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
Develop a variety of approaches to problem solving involving mathematics and to develop the ability to think logically.	Use of the numeracy (NUMPA, Gloss, & JAM) programme in all classes.	ongoing	Annually beginning, mid & end of year.
Targeted teacher professional development in mathematics	Focussed in-school professional learning & monitoring, led by the CoL In School Lead Teacher.	ongoing	Annually
Use in depth assessment data to inform teaching practice.	School wide NUMPA data & PAT – compare with previous year's NZCER marking.	ongoing	mid & end year

FROM GOAL TO STRATEGIES: For improving student achievement (2022-2024)



GOAL A: Goals that focus on improving student achievement:			
3. Children are able to use digital technologies to enhance learning. 4. Children have self-management skills			
Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<i>What are we planning to do?</i>	<i>How are we going to do it?</i>	<i>How long will it take?</i>	<i>Where have we got to and what do we intend to do next?</i>
Implementation of the new Digital Technologies curriculum The use of ICT in classroom programmes and in teacher planning to enhance learning.	Whole school PLD on Digital curriculum facilitated via CoL AST & IST	ongoing	Continue teacher professional learning through CoL opportunities and external facilitator
Integrate Digital Technologies to maths and literacy programmes.	Use CoL AST dedicated to digital curriculum	ongoing	Review subscriptions to software Continue to review/ upgrade of classroom machines/software
Teach self-management skills	Continue with PB4L/HERO. School wide focus on <i>Growth Mindset</i> (Carol Dweck's research) and <i>Pause Breath Smile</i> - Mindfulness to develop resilience	Ongoing	Termly by PB4L Teams Annual review



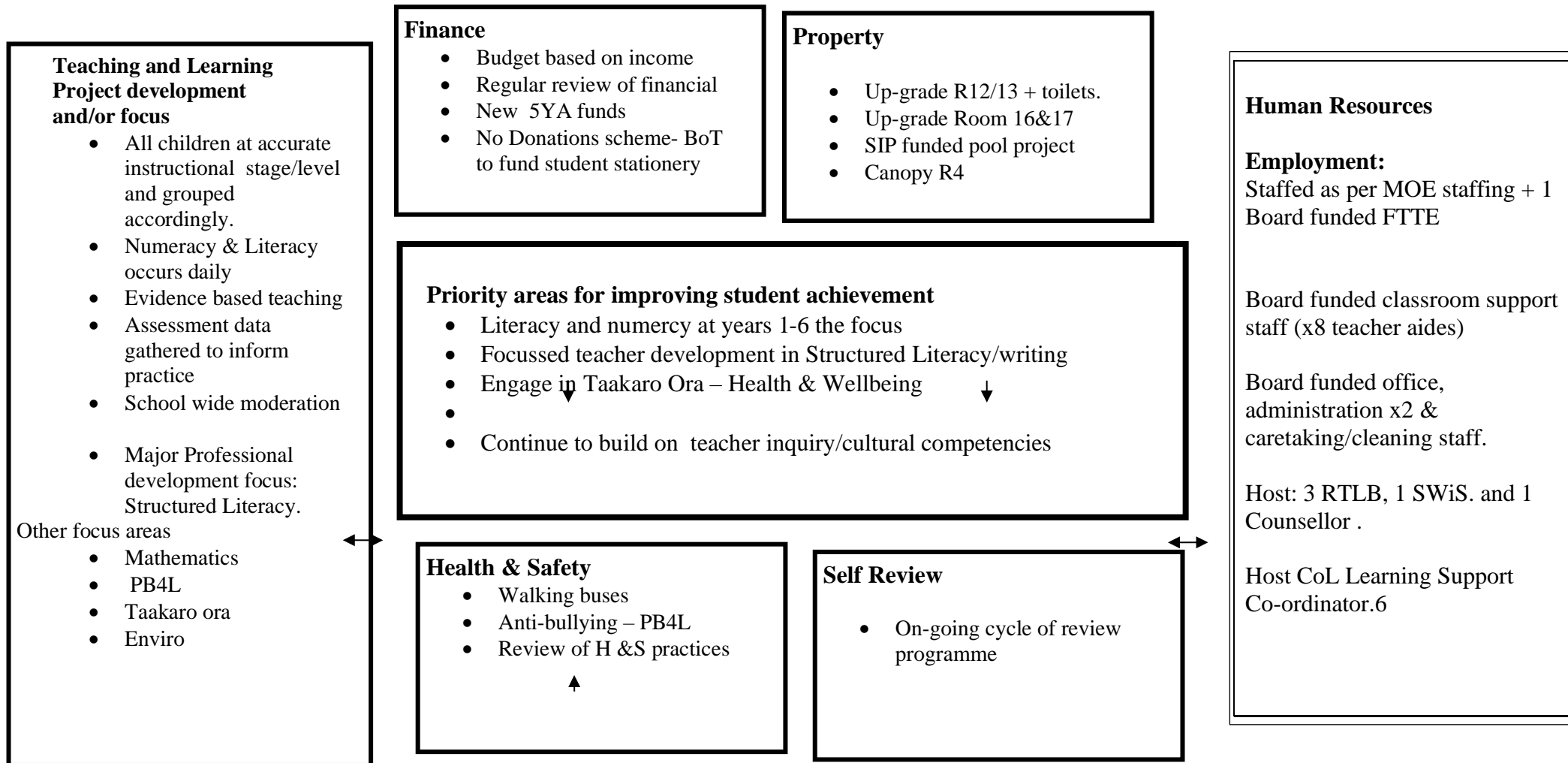
FROM GOAL TO STRATEGIES: For improving student achievement

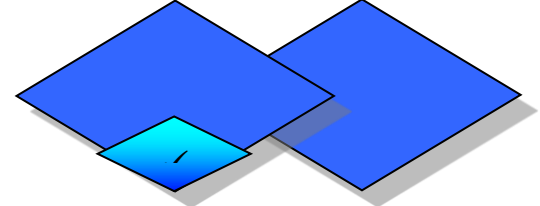
Goal: Goals that focus on improving student achievement for Māori:

To improve children's achievement through participating in te reo Māori me ona tikanga.

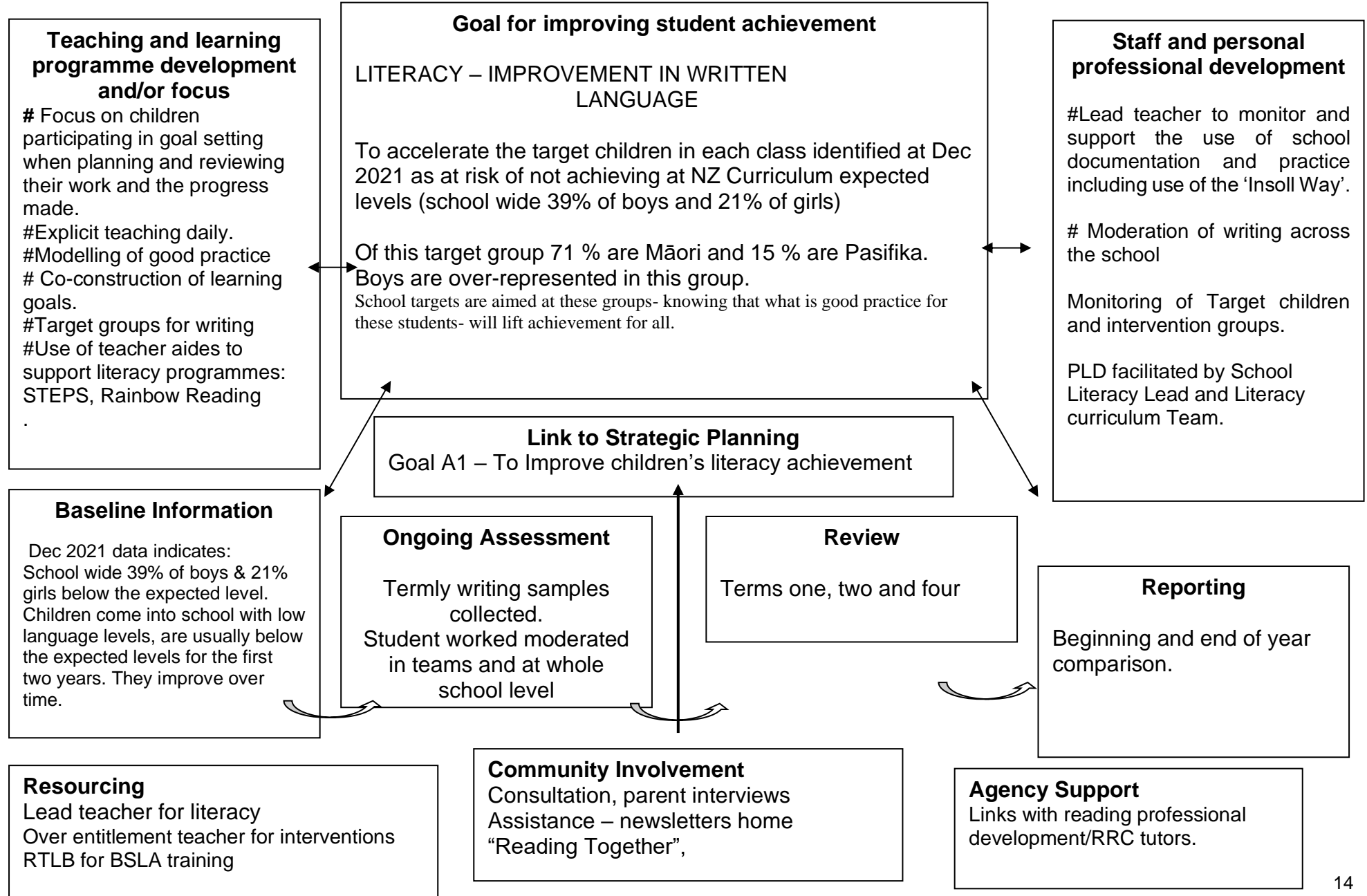
Objectives	Strategies	Anticipated Duration	Self Review/ Reporting
<p>Undertake school wide professional learning in bi-cultural perspectives and culturally responsive pedagogy</p> <p>Continue to develop the school curriculum plan to encompass the Māori perspectives</p> <p>Children increase their understanding and use of te reo Māori</p>	<p>Engagement with <i>Poutama Pounamu</i> on Cultural Responsiveness (with CoL)</p> <p>Enrichment classes.</p> <p>Te reo and tikanga Maori in all classes. School wide participation in protocols: eg karakia, waiata, powhiri...</p> <p>School wide kapa haka for all.</p> <p>Participate in Te Wiki o te Reo Maori (Taura Whiri)</p>	<p>During the Year of 2022</p> <p>Engagement with Ngati Wairere and Tainui Education Group on local curriculum & NZ's Histories – through our CoL</p>	<p>mid year & end of year</p>
<p>Provide quality te reo me ona tikanga</p>	<p>Employ staff with skills in te reo me tikanga Maori.</p> <p>Regular staff development.</p>	<p>ongoing</p>	<p>annually</p>
<p>Upskill teaching staff in te reo Māori</p>	<p>Professional development through school focus areas and designated curriculum team (Māori)</p>	<p>ongoing</p>	<p>annually</p>

Insoll Avenue School Annual Plan 2022



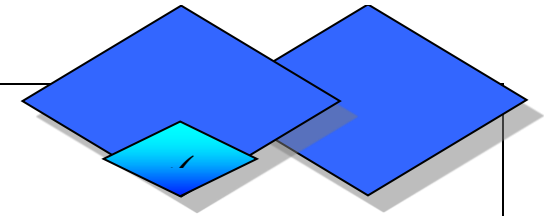


ACHIEVEMENT GOAL for INSOLL AVENUE SCHOOL Year 2022



Insoll Avenue School Action Plan 2022

Annual Plan



Goal A: 1. To improve children’s learning/achievement in writing

Target:

To accelerate 12 students in each class (total 156) who at Dec 2021 were at risk of not achieving NZC expected levels. Equates to 6 children in Terms 1 & 2 and 6 new target children in Terms 3 & 4. (School wide 39% of boys 21% girls were at risk of not achieving their expected level))
 Of this target group 71% of these students are Māori and 15% are Pasifika. Boys are over represented in this group.
 School targets are aimed at these groups- knowing that what is good practice for these students- will lift achievement for all.

Actions to achieve targets	Led by	Budget/Resources	Time frame
<ul style="list-style-type: none"> • Review assessment data with staff and identify target students • Identify the specific students on target charts. • Plan programmes to meet the needs of students • Monthly Team meetings- discuss target students progress. • Regular Professional development provided by Literacy Portfolio Team to all staff including Support Staff. • <i>Structured Literacy Programme</i> in selected classes • Process in place for teacher reflection on improving practice • Moderation of student work will occur at Team level termly. • Moderation of student work will occur at whole school level. • Identified students given access to additional support via teacher aides programmes & intervention programmes. • Analyse beginning and mid-year data to inform progress and planning. 	<p>Literacy Leader D.P. plus the literacy curriculum Team.</p> <p>Support from CoL Across School Lead Teachers and external facilitators.</p>	<p>A budget to promote literacy resources</p> <p>Each class given teacher aide time to support learning (8 T A's)</p> <p>D.P. released – in class support & programmes</p>	<p>Begin Year</p> <p>Monthly, Mid Year</p> <p>Termly</p> <p>Termly</p> <p>On going</p>

Insoll Ave School Strategic Planning – Achievement Goals – Analysis of Variance 2021

To improve student achievement in Numeracy

2012 Goals	Outcome	Analysis	Evaluation
<p>Targeting at risk students at transition points as they move from: Stage 4 to 5 and Stage 5-6</p> <p>To accelerate the identified target children at Years 3-6 who were achieving below or well below the National Standard</p>	<p>Those Target children who returned with <u>good</u> attendance after Covid made improvements.</p> <p>As target children reached their appropriate level teachers selected further target children.</p>	<p>The transition between stage 5 to stage 6 appears to be difficult for our children as there is considerable learning needed to master stage 6.</p> <p>The approx. 30% transient rate changes the cohort significantly each year.</p> <p>A significant increase in admissions/roll number over the year has also changed cohorts. As a child left the target group teachers would replace them.</p> <p>Covid did impact on attendance and consequent achievement - with only 75% of children attending in Term 4 school wide assessment data is not accurate.</p>	<p>There still remains a number of children who are at risk of not meeting the appropriate curriculum level.</p> <p>Maths will continue be a focus with a lead teacher & portfolio team designated maths curriculum support</p> <p>The practise of teachers identifying target children to accelerate will continue</p>

Insoll Ave School Strategic Planning – Achievement Goals – Analysis of Variance 2021

To improve student achievement in Literacy Reading

2021 Goals	Outcome	Analysis	Evaluation
<p>Reading levels to reflect chronological levels</p> <p>For children’s reading levels to reflect their chronological colour wheel level.</p>	<p>Reading at the junior level is impacted by the lack of oral language/reading readiness.</p> <p>Covid lock down and then restrictions on cross grouping children reduced literacy interventions too also took children longer periods of time to complete their series of lessons.</p> <p>School wide in Term1 49% of children were At or Above their expected level. In Term 4 65% were At or Above -a gain of 16%.</p> <p>In 2021 6 children attended Reading Recovery plus 18 children attended literacy intervention group sessions with RRC teacher.</p> <p>Entry level ranged from Level 2 to 5. 3 children were successfully discontinued at level 17 or 18 – the national average for their peer group. 1 to be carried over ..</p>	<p>ROL & JOST score show children are below when they start school. (40%)</p> <p>Teaching is making a difference. The longer the child is at school the gap will close.</p> <p>It is taking 2 years+ for children to settle into the routines/behaviours needed to acquire the skills needed- after 3 years sustainable improvements can be seen. By the end of year 5-6 you can see significant achievement improvements Children with absenteeism have noticeably slower achievement progress. There were significant numbers of children slow to return post covid. lockdown</p> <p>The covid recommendation of staying home when sick has also increased absenteeism.</p> <p>A 30% transient rate impacts on data. Roll growth during the year also impacts on data.</p> <p>Intervention programmes –Reading Recovery, ELL, Rainbow Reading and Alphabet Groups allow students to make significant gains. This is due to the regularity of daily programmes and the one-on-one teaching, focussed on the individual child.</p>	<p>Increase interventions by DP with New Entrant enrolments.</p> <p>The implementation of ‘Play based Learning’ has had positive spin offs – better behaviour in class eg. sharing</p> <p>Selected students for ‘alphabet group withdrawal’ has positive outcomes</p> <p>Continue to track all students for annual progress to identify at risk children.</p> <p>Continue with sound teaching practice across the school.</p> <p>Implement Structured Literacy programme</p> <p>Continue the school attendance initiative and participation in Integrated Attendance Services and initiative Te Hononga</p> <p>Continue with STEPs & Rainbow Reading in the middle/senior school.</p>

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

To improve student achievement in Literacy Writing

2021 Target	Outcome	Analysis	Evaluation
<p>To accelerate Target students in each class who are achieving below the expected level. (approx. 168 students)</p> <p>A spelling programme in place to assist writing achievement.</p> <p>Teachers in Junior School Team to began PD in Structured Literacy</p> <p>The STEPs programme used with selected students to accelerate spelling/support writing.</p> <p>Teachers have class target groups.</p>	<p>Covid had a major impact on attendance with a significant number of children slow to return to school post covid. Even over time a small group did not return. Vigilance on keeping sick chd at home increased absenteeism.</p> <p>It was difficult to target students identified when a third of our roll turns over in the one year. 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>Children in junior classes making good progress in writing considering significant numbers (40%) start school with ROL score < 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>School wide gains in writing is evident. Classroom programmes are targeted and children positive in their engagement. Quality and variety of children's writing is evident.</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 PLD 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 2021

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

30% of children at risk of not reaching the expected curriculum level in writing.

Children are performing significantly better in Reading.

Processes Put in Place

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

A focus on student 'dispositions'- in conjunction with Growth Mindset work.

Writing to be taught daily.

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

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

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

Results

School wide at end of year data indicates the percentage of children who had made gains was 1% - the margins of error, interruptions by Covid, change in cohort of children due to roll turnover and roll growth make this figure unreliable/invalid.

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 Maori 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 PB4L, Pause Breath Smile (Mindfulness) and Growth Mindset (from Carol Dweck's research).

The highlight from 2021 (from the children's perspective) would have to be the Term 2 senior 3 day camp at Raglan and the middle school trip to Rotorua.

Unfortunately many of the popular sporting and cultural events in the middle of the year + were cancelled due to concerns around Covid.

The school's annual production was also cancelled due to covid restrictions on large group gatherings.

Teachers highlighted the disappointment related to all the cultural and sporting events which were cancelled.

Health & P.E and Sport

This curriculum area has a significant stand- alone component to our school curriculum. 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 school funds. Children really enjoy these events.

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

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

Areas for Focus 2022

The school has changed how it delivers teacher professional learning.

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

Literacy, Maths, Cultural Responsiveness, Taakaro Ora project (Health & Wellbeing).

Enviro Education' has also been added.

Through a board funded Teacher Only teachers had an intensive day on brain development with NZ expert Nathan Wallis.

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 will implement the *Structured Literacy Programme*.

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

We will continue to facilitate success for Māori with our extension Te Reo Māori groups and integrating the Māori perspective into classroom teaching topics. We will continue with formal kapa haka for all children, a performance kapa haka group for those children who wish to participate and a major focus on te ao Māori during te wiki o te reo Māori.

This year, 2022, 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*.

In the joint initiative between the school and Fairfield Swimming Club – the swimming to support the school in the Term 1 aquatics programme this has been 'put on hold' due to recruitment difficulties for suitable swim instructors.

This is the third year in the MOE 'no donations scheme'. The additional funding will be used to continue the school's EOTC programme with no cost to whānau. The Board have also allocated funds from this scheme so every child receives free school stationery in 2022.

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.

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

