

# INSOLL AVENUE SCHOOL

## Strategic Plan

2024-2025



# Insoll Avenue School Strategic Plan

## Our Strategic Goals 2023-2026

### 1. Ākonga Our Learners

Learners at the Centre  
High Aspirations for every ākonga/learner  
Strengthen overall achievement & reduce disparity  
NELP 1, 2, 5

### 2 Kaiako & Kaimahi Our Educators

Growing quality teaching and leadership  
Develop a responsive local curriculum  
NELP 3, 4

### Hapori Our Community

Build partnerships with all stakeholders  
Build learning partnerships with parents/whaanau  
NELP 2, 4

### Whenua Our Place

A safe, inviting, invigorating environment which encourages engagement and enthusiasm towards growth as a whole people.  
Where needs can be met and dreams can grow.  
NELP 1, 2, 3, 4, 5

## Our Annual Programmes

### 1. Student's at the centre of learning

1.1 Student Agency to be promoted through school systems  
1.2 Enhance culturally responsive practice  
1.3 Improve student attendance

### 2 Growing Teacher Capability

2.1 Review Assessment for Learning  
2.2. Embed Structured Literacy  
2.3 Develop a local curriculum firstly for NZ Histories then Mathematics & subsequent curriculum

### 3 Building Partnerships

3.1 Collaborate with all stakeholders and agencies to ensure learners have all they need to succeed.  
3.2 Investigate how to increase parent partnership in the learning journey

### 4. Provide a positive physical & working environment

4.1 Embed sound stewardship  
4.2 Facilitate property projects  
4.3 Sustain a commitment to wellbeing of all



## Action Plan

### Strategic Goal 1. Ākonga

Our Learners

Learners at the Centre  
High Aspirations for every ākonga/learner  
Strengthen overall achievement & reduce disparity  
NELP 1, 2, 5

#### Student's at the Centre of Learning

##### 1.1 Student Agency to be promoted through school systems:

- Establish a classroom culture of inquiry (motivation & purpose)
- Emphasis relevance to create engagement (voice, choice)
- Communicate learning targets and progressions (ownership)
- Give feedback and feedforward (setting targets)

##### 1.2 Enhance culturally responsive practice

- Student-centred approach to teaching
- Build a positive classroom culture
- Get to know the students and their family
- Set high expectations for all learners
- Making learning relevant - drawing on students strengths, cultural knowledge, life experiences, and language(s)
- Student's unique cultural strengths used and nurtured to promote achievement

##### 1.3 Improve student attendance

- Ministry target: 70% of students attend 90% of the time  
Insoll attendance in 2023:
- 30% attended 90%+    • 36% attended between 75-90%
  - 31% attended between 75-50%    • attending less than 50% = 3%

#### Led By... Resources

Reduce disparity as  
40% of children are underachieving.

Teachers in portfolio groups to undertake self-directed inquiry on student agency – present the findings at staff meetings. Facilitated by Principal

Target students (x 6 per class ) to be selected for accelerated learning.  
Team leaders & DP D to monitor

DP D to lead ALiM project-MOE funded.  
Accelerated learning in mathematics

Continue PB4L/IV4T to build class culture – refreshers via TOD and staff meetings Facilitated by Principal.

Meet the Teacher & Parent/teacher conversations.

Open days

Cultural celebrations x3: Te Wiki o te Reo Maori, Matatini, Cultural Week,

DPM to lead & monitor attendance.  
Student/class rewards for 90%+ attendance.

#### Time Frames

Presentations end Term 1 and early Term 2.

Target groups discussed at Team meeting fortnightly.  
Reviewed/changed at end Term 2.

Term 1 TOD and ongoing staff meetings

Ongoing

Term 1 Week 4 & Week 10

Daily attendance tracking.  
Phone calls/visits home for absence.  
Te Hononga referrals for patterns of non-attendance.  
Mid-term letters to parents-unsatisfactory attendance.

## Action Plan

### Strategic Goal 2 Kaiako & Kaimahi

Our Educators

Growing quality teaching and leadership.  
Develop a responsive curriculum  
NELP 3,4

#### Growing Teacher Capability

- 2.1 Review Assessment for learning
- 2.2 Embed Structured Literacy
- 2.3 Develop a local curriculum -firstly for NZ Histories, then Maths & subsequent curriculum

### Strategic Goal 3 Hapori

Our community

Build partnerships with stakeholders and learning  
partnerships with parents/whaanau  
NELP 2,4

- 3.1 Collaborate with all stakeholders and agencies to ensure learners have all they need to succeed.
- 3.2 Investigate how to increase parent partnership in the learning journey

Led By... Resources...

Review assessment practices beginning with Maths -as part of ALiM-Ministry funded)

Led by DP Donna

Continue with Structured Literacy – Two more staff to undertake BSLA training. Ministry funded.

Staff up-dates via staff meetings.

Led by DP Maria

Develop school local histories curriculum.

Led by DPs

Actively engage in the initiatives of :

- Kahu Ako – *Te Pae Here*.
- Cluster 16 RTLB
- Ministry
- School based Counsellor and Social Worker in school

Led by Leadership Team

Investigate how to increase parent partnership in learning

Time Frames

Terms 1-4

Trial Term 3-4 2023  
Write and finalise Term 2 2024

Terms 1-4

Term 3-4 2024

## Action Plan

### Strategic Goal 4. Whenua

#### Our Place

A safe invigorating environment which encourages engagement and enthusiasm towards growth as a whole people. *Where needs can be met and dreams can grow.*

NELP 1, 2, 3, 4, 5

#### 4.1 Embed Sound Stewardship

Use NZSTA Governance Framework  
Tri-annual self-review cycle for policy development

#### 4.2 Facilitate Property Projects-

Complete 5ya projects:

Roofing & guttering replacement  
R11 foundations  
R12 & 12 Upgrade  
Toilet upgrades Rms 16/17 & 1/2  
Floor coverings Rms 4-8 & RTLB Office  
Lighting upgrade  
Exterior cladding replacement

Other projects:

Playground up-grades  
Hardcourt upgrade  
Field drainage

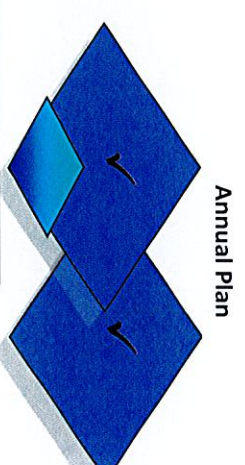
#### 4.3 Sustain commitment to wellbeing of all

Physical play ground and classroom environments.  
Wellbeing programmes.

2023	2024
BOT Reading and professional learning – NZSTA	Reading and professional learning – NZSTA
Consider ERO review/report and recommendations 2022	Rooms 12 & 13 Upgrade includes toilet upgrades and toilets in Rms 16/17 & 1/2
Property facilitated and supported by school's consultant OCTA	5ya \$300,000.00
Roofing 5ya \$100,000.00	Floor coverings Rms 4-8 + RTLB office 5ya \$90,000.00
R11 foundations 5ya \$20,000.00	Classroom lighting up-grade 5ya \$28,000.00
Re-'cushion fall' playgrounds	Junior playground – replace chains. Bot cost
Field development + drainage	Re- surface courts Bot cost \$50,000.00.
Mole drain \$750.00 + ?	Investigate Turf for additional all weather area.
Fund: PB4L, Pause Breath Smile/Mindfulness .	Fund: PB4L, Pause Breath Smile/Mindfulness .



# Annual Plan – Insoll Avenue School 2024



## Teaching and Learning

- Development & improvement of Mathematics
- Continue to develop 'structured literacy' school wide.
- Target students in every class for accelerated progress
- Focus on NZ Histories curriculum for social science
- Continue up-skilling staff in use of e-tap in assessment
- Improve Restorative practice as part of PB4L
- EOTC programmes

## Finance

- Budget based on income.
- Monitor and review financial position – monthly and mid-year reporting
- Final retention payment on pool

## Property

- 5ya projects:
- R12/13 upgrade
- Toilet up-grades Rms1/2 & 16/17
  - Court re-surfacing
  - More hard court/Turf
  - Jnr playground chains

## Human Resources

Staffing, professional development, performance management

- Employment
- 0.3 teacher ELL
  - 1.0 additional FTTE leadership (.6 LSC learning support)
  - Seek staff re te reo Māori & kapa haka

## Priority areas for improving student achievement

- Mathematics – target students 40% below expected level
- Literacy – Structured Literacy – school wide for below PM level 18
- NZ Histories Curriculum

## Health and Safety

- H & S focus as per policy
- Hazard identification and management
- Pupil management-pandemic & weather events

## Self-Review/Reporting

- Ongoing review cycle of policies.
- Reporting to parents schedule, twice yearly
- ERO – due to return

- Professional Development
- Major focus: Maths (ALiM)
  - Refreshed curriculum – Te Mātaiaho
  - Kahui Ako PD & TOD TBA
  - Performance Management Professional Growth Cycle: Curriculum portfolios in *Maths*, *Student Agency & Enviro*

## Partnership with Community - Collaboration

- Reporting to parents twice yearly...plus meet the teacher and open day opportunities
- School website
- Regular school newsletters
- Board to consult/listen to community on kids Disco night
- Use of Col Attendance Scheme Te Hononga