# INSOLL AVENUE School

# CHARTER

**2020**



## The Charter

**Future Directions**

Long Term Section

**Reporting**

**School Operations**

**Priority areas for improving**

**student achievement**

**Annual Plan**

Priorities and actions

**Goals and strategies that inform our annual plan**

**Strategic Planning**

Student learning and achievement

(Students)

Developing a quality learning community

(Teachers/Programmes/

Community)

School

operation

(Systems)

**Thinking that informs our goals**

**National Priorities**

**Self Review**

Mission and Vision

Core beliefs and values

Unique position of Mäori culture and New Zealand’s cultural diversity

**Targets**

CHARTER/FUTURES THINKING

**Future Directions**

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

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| 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 | |
| Values: - What do we value in our school?   * What does the community expect of the school? (also societal influences) | |
| Educational Values   * risk taking * educational challenge * clear communication * cooperative effort * the importance of cultural diversity * the ‘wairua’ of the Treaty of Waitangi | Virtues Values  Be an Insoll HERO  H - be honest and give the facts me pono  E - strive for excellence – do my very me rawe  best and aim high  R - be resiliant –stay calm and try again me aumangea  O – be organised and ready for learning me tītakataka  *Virtues implemented as part of PB4L contract 2011* |
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**Cultural Diversity**

**Future Directions**

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**and Mäori Dimension**

**Insoll Avenue School will reflect:**

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| **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.  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. | **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;  \* 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 Mäori 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 2020 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), a parent consultative hui was held mid- March 2018. After the consultation phase with parents and the sector the enrolment zone was put in place beginning Term 4 2018. It continues with no ballot places available for 2019 and 10 places available for 2020 at new entrant/Year 0.

As part of our Community of Learning/Kahui Ako initiative with *Te Pae Here*, our school engaged (2019) with the consultancy company and *University of Waitako* - *Poutama Pounamu* to undertake a collaborative inquiry on ‘Cultural Responsiveness’ -*Te Rongohia te Hau. The school is also engaged with Maori Achievement Collaborative 2019-2020*

**DEVELOPING STRATEGIC GOALS**

**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.

*See Page 7*

**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

*See Page 7*

*See Page 7*

**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*

Strategic Planning

Student Learning and Achievement

(Students)

Developing a quality learning community

(Teachers/Programmes/Community)

#### School operation

(Systems)

**FROM GOAL TO STRATEGIES: For improving student achievement**

**Strategic Planning**

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**(2020-2022)**

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| **Goal A: Goals that focus on improving student achievement:**  1. To improve children’s literacy achievement. | | | |
| **Objectives**  *What are we planning to do?* | **Strategies**  *How are we going to do it?* | **Anticipated Duration**  *How long will it take?* | **Self Review/ Reporting**  *Where have we got to and what do we intend to do next?* |
| 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.  Ready2Go pre-school programme.  Support HIPPY  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  Reading Recovery  Targeted support.  Tracking and monitoring.  Continue the “Reading Together” and support HIPPY project. | 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. | Terms 1-4 | Beginning, mid and end of year. |

**FROM GOAL TO STRATEGIES: For improving student achievement**

**Strategic Planning**

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**(2020-2022)**

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| **Goal A: Goals that focus on improving student achievement:**   1. To improve children’s numeracy achievement. | | | |
| **Objectives** | **Strategies** | **Anticipated Duration** | **Self Review/ Reporting** |
| *What are we planning to do?* | *How are we going to do it?* | *How long will it take?* | *Where have we got to and what do we intend to do next?* |
| 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. |
| Continue to build on the 2018/19 School wide teacher professional development in mathematics | Focussed in-school professional learning & monitoring, led by the CoL In School Teacher.  Attend the after school Maths Forums | 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**

**(2019-2022)**

**Strategic Planning**

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| **GOAL A: Goals that focus on improving student achievement:**   1. Children are able to use digital technologies to enhance learning. 2. Children have self management skills | | | |
| **Objectives** | **Strategies** | **Anticipated Duration** | **Self Review/ Reporting** |
| *What are we planning to do?* | *How are we going to do it?* | *How long will it take?* | *Where have we got to and what do we intend to do next?* |
| Begin implementation of the new Digital Technologies curriculum  The use of ICT in classroom programmes and in teacher planning to enhance learning. | Continue contract for Mathletics and Reading Eggs, (BOT funded)  Continue implementation of *N4L*, use of *google docs*  Whole school PLD on Digital curriculum facilitated via Col AST & IST | ongoing | Continue teacher professional learning through CoL opportunities and external facilitator |
| Link Digital Technologies to maths and literacy programmes. | Dedicated DTC lead teacher.  In three year contract for Mathletics and Reading  Eggs | To end Dec. 2020 | Review subscriptions to software  Continue to review/ upgrade of classroom machines/software |
| Teach self-management skills | Continue with PB4L/HERO.  School wide focus on *Growth Mindset* (Carol Dweck’s research) and *Pause Breath Smile* PD to develop resilience | Ongoing | Termly by PB4L Teams  Annual review |

**FROM GOAL TO STRATEGIES: For improving student achievement**

**Strategic Planning**

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| **Goal: Goals that focus on improving student achievement for Māori:**  To improve childrens’ achievement through participating in te reo Māori me ona tikanga. | | | |
| **Objectives** | **Strategies** | **Anticipated Duration** | **Self Review/ Reporting** |
| Undertake school wide professional learning in bi-cultural perspectives.  Continue to develop the school curriculum plan to encompass the Māori perspectives  Children increase their understanding and use of te reo Māori | Engagement with *Poutama Pounamu* on Cultural Responsiveness (with CoL) and Maori Achievement Collaborative.(MACs)  Enrichment classes.  Te reo and tikanga Maori in all classes. School wide participation in protocols: eg karakia, waiata, powhiri…  School wide kapa haka for all.  Participate in Te Wiki o te Reo Maori (Taura Whiri) | During the Year of 2020  Engagement with Ngati Wairere and Tainui Education Group on local curriculum – through our CoL  Final year on *Māori Achievement Collaborative.* | mid year & end of year |
| Provide quality te reo me ona tikanga | Employ staff with skills in te reo me tikanga Maori.  Regular staff development. | ongoing | annually |
| Upskill teaching staff in te reo Māori | Professional development through school focus areas and designated curriculum Māori team led by D.P. | ongoing | annually |

**Reporting**

**Insoll Avenue School Annual Plan 2**

**Partnership with the Community**

**Communication, Collaboration Consultation Whanau hui/fono/P.T.A.**

**Regular School newsletters Development of school wide direction/curriculum for Māori medium education**

**Twice annually reporting student achievement Implement literacy programmes for parents. Eg Read Together, HIPPY,**

**Finance**

* Budget based on income
* Regular review of financial position.
* New 5YA funds
* First year “No Donations”

**Property**

* Up-grade R12/13 toilets.
* Install new basket swings
* Up-grade Room 3
* Complete exterior paint
* MOE new classrooms &SVF

**Teaching and Learning**

**Project development**

**and/or focus**

* All children at accurate instructional stage/level and grouped accordingly.
* Numeracy & Literacy occurs daily
* Evidence based teaching
* Assessment data gathered to inform practice
* School wide moderation
* Major Professional development focus: Writing.

Other focus areas

* Mathematics
* Digital Curriculum
* IY4T/ PB4L
* Appraisal
* Taakaro ora

**Other focus areas**

* **Mathematics**
* **Digital Curriculum**
* **IY4T/ PB4L**
* **Appraisal**
* **Taakaro ora**

**Health & Safety**

* Walking buses
* Anti-bullying – PB4L
* Life Education year
* Review of H &S practices

**Self Review**

* On-going cycle of review
* BOT working with NZSTA facilitator

**Priority areas for improving student achievement**

* Literacy and numercy at years 1-6 the focus
* Focussed teacher development in Literacy/writing
* Engage in Taakaro Ora – Health & Wellbeing
* Implement new Digital Technologies Curriculum
* Continue to build on teacher inquiry/cultural competencies in appraisal

**Human Resources**

**Employment:**

Staffed as per MOE staffing + 1 Board funded FTTE

Reading Recovery MOE allocation .4

Board funded classroom support staff (x8 teacher aides)

Board funded office, administration x2 & caretaking/cleaning staff.

Host 3 RTLB and 1 SWiS.

Host new CoL Learning Support Co-ordinator.

**Targets**

**ACHIEVEMENT GOAL for**

✓

**Annual Plan**

**INSOLL AVENUE SCHOOL Year 2020**

**Goal for improving student achievement**

LITERACY – IMPROVEMENT IN WRITTEN

LANGUAGE

To accelerate the target children in each class identified students who as at Dec 2019 were achieving well below/below NZ Curriculum expected levels

(school wide 53% of students)

Of this target group 74% are Māori and 14 % 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.

**Staff and personal professional development**

#Lead teacher to monitor and support the use of school documentation and practice including use of “Writers Walls”

# Moderation of writing across the school

Monitoring of Target children and intervention groups.

PLD facilitated by School Literacy Lead and Literacy curriculum Team.

**Teaching and learning programme development and/or focus**

**#** Focus on children participating in goal setting when planning and reviewing their work and the progress made.

#Explicit teaching daily.

#Modelling of good practice

# Co-construction of learning goals.

#Target groups for writing

#Use of teacher aides to support literacy programmes: STEPS, Rainbow Reading

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**Ongoing Assessment**

Termly writing samples collected.

Student worked moderated in teams and at whole school level

**Agency Support**

Facilitator from IPL Waikato and

Links with reading professional development/RRC tutors.

**Baseline Information**

Dec 2019 data indicates:

School wide 53% below the expected level.

Children come into school with low language levels, are usually below the expected levels for the first two years. They improve over time.

**Community Involvement**

Consultation, parent interviews

Assistance – newsletters home

“Reading Together”, HIPPY project

**Reporting**

Beginning and end of year comparison.

**Resourcing**

Lead teacher for literacy

Reading Recovery .4

Over entitlement teacher for interventions 1.

**Link to Strategic Planning**

Goal A1 – To Improve children’s literacy achievement

**Review**

Terms one, two and four

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| **Goal A: 1.** To improve children’s learning/achievement in writing    **Target:**  To accelerate 12 students in each class (total 168) who at Dec 2019 were achieving ‘well below/below’ the NZC expected levels.  (School wide 53% of students were at risk of not achieving their expected level))  Of this target group 74% of these students are Māori and 14% 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. |

**Insoll Avenue School Action Plan 2020**

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**Annual Plan**

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| **Actions to achieve targets** | **Led by** | **Budget/Resources** | **Time frame** |
| * 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. * Tracking of student progress recorded in Team literacy booklets * Regular Professional development provided to all staff including Support Staff. * 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. * Analyse end of year data to inform progress/success | Literacy Leader D.P. plus the literacy curriculum Team.  Support from CoL Across School Lead Teachers and external facilitators. | A designated .6 teacher over entitlement to undertake literacy intervention.  A budget to promote literacy resources  Each class given teacher aide time to support learning . Approx. value $5000.00  D.P. released – in class support & programmes | Begin Year  Monthly, Mid Year  Termly  Termly  On going |

**Insoll Ave School Strategic Planning – Achievement Goals – Analysis of Variance 2019**

To improve student achievement in Numeracy

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| **2019 Goals**  Targeting at risk students at transition points as they move from:  Stage 4 to 5 and Stage 5-6  To accelerate the identified target children at Years 3-6 who were achieving below or well below the National Standard | **Outcome**  All Target children made improvements.  School wide in Term 1 41% of children were at & Above their expected level. By Term 4 54% were At or Above – a gain of 13%  As target children reached their appropriate level teachers selected further target children. | **Analysis**  Teacher PD made a significant positive impact on student progress and OTJ’s- especially the work on Mindsets and dispositions  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.  Changes in target children does effect long term data.  The approx. 30% transient rate changes the cohort significantly each year.  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. | **Evaluation**  There still remains a number of children who are at risk of not meeting the appropriate curriculum level.  Maths will be a staff focus with a new maths curriculum team leading staff development for 2020  The maths target discussion booklets and cycles will continue, as will the practise of teachers identifying target children to accelerate. |

**Insoll Ave School Strategic Planning – Achievement Goals – Analysis of Variance 2019**

To improve student achievement in Literacy Reading

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| **2019 Goals**  Reading levels to reflect chronological levels  For children’s reading levels to reflect their chronological colour wheel level. | **Outcome**  Reading at the junior level is impacted by the lack of oral language/reading readiness.  Our median for reading at 6years improved from Red 3 to Yellow 2  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%.  In 2019 10 children attended Reading Recovery  From T3 MOE provided funding for an additional 5 more students.  Entry level ranged from Level 3 to 8.  Children were discontinued at level 17 or 18 – the national average for their peer group.  27 children were on the Rainbow Reading Programme with 24 making accelerated progress. The remaining 3 made normal gains. (19 made 2+ years gain) | **Analysis**  ROL & JOST score show children are below when they start school. (40%)  Teaching is making a difference. The longer the child is at school the gap will close.  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.  A 30% transient rate impacts on data.  Roll growth during the year also impacts on data.  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. | **Evaluation**  Increase interventions with New Entrant enrolments.  Promote Ready2Go pre-school parent “Reading Together” programme & HIPPY  The implementation of ‘Play based Learning’ has had positive spin offs – better behaviour in class eg. sharing  Continue to track all students for annual progress to identify at risk children.  Continue with sound teaching practice across the school.  Continue the school attendance initiative and participation in Integrated Attendance Services.  Continue with Reading Recovery in the junior school and Rainbow Reading in the middle/senior school. |

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

To improve student achievement in Literacy Writing

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| **2019 Target**  **To accelerate Target students in each class who are achieving below the expected level. (approx. 168 students)**  A spelling programme will be in place to assist writing achievement.  The STEPs programme will be used with selected students to accelerate spelling/support writing.  Teachers have class target groups. | **Outcome**  It was difficult to target students identified when a third of our roll turns over in the one year.  We also had roll growth across all levels and this also impacted on school wide data.  Teachers had target groups and students in these groups made progress in the well below to below groups  School wide in Term1 41% of children were at or Above the expected level. In Term 4 54% were At or Above – a gain of 13%  20 students were on the STEPS spelling programme for the year. 4 had normal achievement gains, 3 left and 12 made accelerated gains. | **Analysis**  Children in junior classes making good progress in writing considering significant numbers (40%) start school with ROL score < 30.  Correlation between assessment and attendance indicate poor attendance is impacting on student achievement.  Professional discussions and across school moderation brought greater consistency in OTJ’s.  School wide Professional learning in spelling continued at regular intervals – this supports teachers, in writing. | **Evaluation**  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.  ERO visit in Term 3 2019 identified writing as an area for improvement – especially in the area of student agency, assessment- feedforward and feedback.  . |

**Curriculum Report and Analysis of Variance for Insoll Avenue School 2019**

**Numeracy -Main Focus**

**Strategic Aim for 2019**

To improve children’s achievement in numeracy.

**Objectives**

Strengthen and focus on maths teaching programmes by:

Develop school wide consistency in practice through school curriculum plans.

Using maths data to inform teaching

**Targets**

Identify students at risk

Move students at the two transition points that cause difficulty-

Stage 4-5 and 5-6

Accelerate students who were at risk of not maintaining progress.

**Baseline Data**

In March 59% of the school roll were identified as being at risk of not reaching their expected level.

**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 .

Emphasis on Problem Solving and staff development in teaching strategies for problem solving.

A focus on student ‘dispositions’ in mathematics - in conjunction with Growth Mindset work.

Number strand to be taught each term. Maths to be taught daily.

Continuation of Board funded maths software *Mathletics* to support teaching -$5000.00.

A lead teacher working with facilitator from IPL (Waikato Uni) in mathematics to facilitate staff development in maths.

Each teacher required to identify ‘target groups’ for accelerated teaching.

**Results**

School Wide at end of year the number of children not achieving at or above their expected level had reduced to 46% - an improvement of 13%

**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 2019 (from the children’s perspective) would have to be the senior 3 day camp at Raglan and the middle school overnight trip to Kelly Tarlton’s. Many children also participated successfully in events such as the Fairfield Cluster inter school sports events and after school/Saturday sport.

Te wiki o te reo Māori is also a very special week across the school as is the dedicated ‘cultural week’ to celebrate the other diverse cultures in our school.

School teaching staff highlighted the school wide professional development in mathematics and the work they did with the external facilitator.

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**Health & P.E and Sport**

This curriculum area has a significant stand- alone component to our school curriculum. As part of Project Energise there is planned and on-going support for teachers, plus events and activities for children – co-ordinated by the Project Energise facilitator. The school has experienced several significant successes in touch rugby, inter-school sporting events such as athletics (many placings at finals), winter sport and regular after school netball basketball (winners), softball (runner up) and T ball (winners) . These are supported/subsidised with school funds. Children really enjoy these events.

Ministry ‘ kiwi sport’ funding is used to subsidise team entry fees, registrations 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 2020**

The school is changing how it delivers teacher professional learning for 2020.

Staff will work in a team in one the areas of:

Literacy, Maths, Cultural Responsiveness, Digital Technologies Curriculum or Taakaro Ora project (Health & Wellbeing).

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

Teaching as inquiry/Cultural Competencies will continue and be part of the teachers formal appraisal process.

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)

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, 2020, the Board have funded additional opportunities for children in the *Arts* with external providers coming into school for:

Dance- *Footstep*s, Music- *Jellybeans* and for Health *Life Education*.

In a new joint initiative between the school and Fairfield Swimming Club – the swimming club will be supporting the school in the Term 1 aquatics programme with expert coaches to improve the swimming of all students and to up-skill school staff.

As the first 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.

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

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