

# **Isleworth School (Christchurch)**

## **Charter Strategic Plan 2009-2011 Annual Plan 2009**

**Isleworth School  
Farrington Avenue  
Christchurch.5**

**School Number: 3385**

**Dates of Planning Year: 27 January – 20 December 2009  
Annual Report Lodged by: 30 June 2009**

# Isleworth School 2009-2011 Strategic Plan

<b>Mission Statement</b>		<b>Vision</b>	
To encourage each child to develop to their full potential for lifelong learning through quality, positive teaching and learning programmes in a supportive environment.		Through an inclusive supportive learning community, we will encourage students to become motivated life-long learners.	
<b>Core Beliefs</b>		<b>Values</b>	
To achieve our vision of motivated life long learners we believe that our students: <ul style="list-style-type: none"> <li>▪ learn best through a quality education provided within an effective learning community.</li> <li>▪ need to be able to communicate effectively in a variety of contexts</li> <li>▪ should develop effective literacy and numeracy skills</li> <li>▪ should take increasing responsibility for their own learning and behaviour</li> </ul>		To achieve our vision of a inclusive supportive learning community we will encourage all members to be guided by the core values of: <ul style="list-style-type: none"> <li>▪ Respect</li> <li>▪ Caring</li> <li>▪ Responsibility</li> <li>▪ Honesty</li> </ul>	
<b>New Zealand's cultural diversity and the unique position of the Maori Culture</b>	<b>Education Act Requirements</b> <ul style="list-style-type: none"> <li>• The aim of developing for the school concerned policies and practices that reflect New Zealand's cultural diversity and the unique position of the Maori Culture.</li> <li>• The aim of taking all reasonable steps to ensure that instruction in tikanga Maori (Maori culture) and te reo Maori (the Maori language) are provided for full time students whose parents ask for it.</li> </ul>		<b>We will meet these requirements by:</b> <ul style="list-style-type: none"> <li>• Implementing the Isleworth School Policy on the Treaty of Waitangi</li> <li>• Consulting regularly with our Maori Community</li> <li>• Consulting when necessary with local Iwi through a liaison person</li> <li>• Reporting to the board on Maori achievement</li> <li>• Implementing programmes and providing resources for the development of tikanga and te reo Maori</li> </ul>

**Strategic Objective 1: To prepare independent, self managing 21<sup>st</sup> Century life long learners**

- Literacy and numeracy are foundations for all learning
- A learning community is based upon collaboration
- School programmes encourage self management and confidence by challenging and supporting students within in a range of personalized authentic learning opportunities
- Students who are fully involved in the learning process realize the need to strive for personal excellence
- Growth of leadership skills within our students would help prepare them for life

2009	2010-2011	2012-2014
<p>Awareness and use of community (national/global) Web 2 tools</p> <p>Children independently planning and developing their own inquiry</p> <p>Children evaluating their own learning and identifying next steps</p> <p>Children aware of their own competencies</p> <p><u>Increased Use of Student Voice</u></p> <p>Investigate ways in which student voice may be taken into account when decisions are made</p>	<p>On line portfolio/learning log – parent/child sharing and involved in the learning process – digital means</p> <p>Children taking social action as a result of their inquiry</p> <p>Student dialogue about the learning process is embedded across the school</p> <p>Children able to self evaluate and make changes accordingly</p> <p>Children contribute to decision making within the school</p>	<p>Children learning beyond school – wikis etc sharing with other schools – locally, globally and nationally.</p> <p>Student voice a natural part of decision making within the school</p>

**Strategic Objective 2: To provide high quality teaching which develops 21<sup>st</sup> Century Learners**

- Quality professional development encourages teachers to reflect on practice and grow professionally
- Developing the leadership capacity of all staff will sustain the beliefs and practices of our school
- The continuing upgrade and maintaining of resources will enable teachers to promote 21<sup>st</sup> Century learning

**2009**

**2010-2011**

**2012-2014**

Continue the use of walkthroughs, peer coaching and action research to investigate, improve and embed practice  
Obtain feedback from pupils about effectiveness of teaching programmes

Build expertise in feedback amongst staff

Extending feedback to include student voice

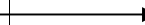
Maintain and extend opportunities for receiving and giving feedback on teaching practice.

Develop lead teacher roles in key learning areas

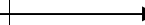
Review effectiveness of lead teacher model

Extend leadership practices

Extend skills and expectations of the use of ICT to meet the needs of 21C learners



Develop programmes which contribute to uniqueness of Isleworth School



**Strategic Objective 3: To provide a safe supportive emotional and physical environment**

- Emotional safety underpins learning
- An attractive environment instills pride and promotes the school
- A safe and secure environment provides more potential for students to take risks and challenge themselves
- Children need opportunities to learn outside the classroom

2009	2010-2011	2012-2014
<p><u>Physical Environment</u> Explore options for developing the school hall to meet the future teaching and learning needs</p> <p>Develop shaded area for senior school</p> <p><u>Cultural Diversity</u> Raising awareness of different cultures within the school</p> <p><u>Online safety</u> Continue to develop systems for on-line safety</p>	<p>Implement plans for updating hall Sun protection/seating ideas</p> <p>Plan and implement shade area for junior school</p> <p>Actively engage the school community in celebrating the diversity of cultures within the school</p> <p>Review net-safe procedures</p>	<p>Review use of classroom space layout to meet the needs of 21C learners</p> <p>Explore developing trends in internet use and review procedures</p>

**Strategic Objective 4: To develop strong community relationships**

- Community resources can be utilized for the benefit of the children
- Interaction with members of the community will develop children’s empathy with the diversity of local and global communities
- Positive interactions with the community will increase the favourable perception of the school
- Effective communication with the community will ensure the school’s goals, beliefs and achievements will be more clearly understood

2009	2010-2011	2012-2014
<p><u>Communication with Caregivers</u> Investigate additional ways to communicate with caregivers</p> <p><u>Interaction with the Local Community</u> Develop links with local enterprise to contribute to learning programmes of the school</p> <p>Invite local community involvement within the school</p> <p><u>Promote and develop the profile of the school with early childhood organizations</u></p> <p>Investigate perceptions of school amongst parents and staff at local preschools and ways in which the school can meet their needs</p>	<p>Extend communication methods Utilise skills and knowledge of members of the school community more effectively</p> <p>Regularly use the resources of the local community as an integral part of the school curriculum</p> <p>Local community regularly use school facilities and are invited to school events</p> <p>Engage with ECE more effectively</p>	<p>Continue to ensure engagement o school community in school</p>

## **National Priorities**

Isleworth School will determine its priorities and goals by focusing on national priorities.

National priorities are currently determined to be:

- To provide a safe physical and emotional environment for students
- To provide the opportunity for success in all essential learning and essential skill areas of the New Zealand Curriculum
- To develop high levels of competence in numeracy and literacy, especially in years 1-4, science and technology and physical activity
- To develop a range of assessment and evidence gathering practices that provides sufficiently comprehensive data to evaluate the progress and achievement of students
- To improve the achievement of Maori and Pasifika students
- To report to students and parents on achievement of individual students and to the community on the achievement of the students as a whole and groups of students

Local priorities will be identified through:

- The school's programme of self review
- Analysis of the school's assessment data

In meeting the national and local priorities the school undertakes to work within the National Administration Guidelines framework.

## **Maori Responsiveness Plan**

If a Whanau requests a higher level of Tikanga and/or Te Reo than is at present evident in our school's Maori programme the staff and family will discuss and explore the following options:

- Further explain the existing programmes
- Further extend the existing programmes if and as appropriate
- Combine with a neighbouring school for parts of the day/programme
- Dual enrolment with Correspondence School
- Provide in school support and resources to further enhance inclusion of Te Reo and Tikanga within the child's classroom
- Explore other schools who may offer programmes closer to their expectations
- Other negotiated options

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Goal	Action Plan	Responsibility	Resources	Results/Further Action
<p>Awareness and use of community (national/global) Web 2 tools</p> <p>Children independently planning and developing their own inquiry</p> <p>Children evaluating their own learning and identifying next steps</p> <p>Children aware of their own competencies</p> <p><u>Increased Use of Student Voice</u></p> <p>Investigate ways in which student voice may be taken into account when decisions are made</p>	<ul style="list-style-type: none"> <li>• Learning portfolios to be developed on line using wikis</li> <li>• Class wikis/web pages developed for sharing homework, class news and online discussions</li> <li>• Skills and processes for inquiry learning taught and assessed</li> <li>• Professional development continues to emphasise explicit teaching of inquiry skills as listed in Isleworth School Inquiry Learning outline</li> <li>• Inquiry questions co-constructed with students</li> <li>• Self and peer assessment based upon rubrics, exemplars related to Learning intentions and success criteria which have been co-constructed</li> <li>• Key competencies identified in all curriculum areas. Learning stories reflect key competencies</li> <li>• Student council to be represented when decision making made</li> <li>• Survey follow up with small groups of children</li> </ul>	<p>Class teachers TIC ICT</p> <p>Class Teachers TIC Inquiry Learning</p> <p>Class Teachers TIC Assessment</p>		

## Strategic Objective 2: To provide high quality teaching which develops 21<sup>st</sup> Century Learners

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Goal	Action Plan	Responsibility	Resources	Results/Further Action
<p>Continue the use of walkthroughs, peer coaching and action research to investigate, improve and embed practice</p> <p>Obtain feedback from pupils about effectiveness of teaching programmes</p> <p>Build expertise in feedback amongst staff</p> <p>Develop lead teacher roles in key learning areas</p> <p>Extend skills and expectations of the use of ICT to meet the needs of 21C learners</p> <p>Develop programmes which contribute to uniqueness of Isleworth School</p>	<ul style="list-style-type: none"> <li>• Data gathering from walkthroughs used in curriculum review</li> <li>• Peer coaching model implemented</li> <li>• Action research to be co-ordinated across school and form part of appraisal for Principal and staff through the Ariki pilot project</li> <li>• Principal, lead teacher and team leader walkthroughs will be a regular part of data gathering and analysis across the school</li> <li>• Annual survey of effectiveness of learning programmes introduced</li> <li>• Reflective journals implemented</li> <li>• Professional development to extend teacher skill.</li> <li>• Lead teacher job descriptions reflect the needs of key learning areas, management units allocated</li> <li>• Interactivity with ICT in classrooms extended – purchase of interactive slates and monitors - purchase of mini laptops</li> <li>• Professional development to support use of interactive tools, laptops.</li> <li>• Investigate the development of music programmes within the school – engage outside tutors, purchase instruments</li> <li>• Develop classroom music programmes through professional development which will lead to explicit teaching of elements of music.</li> </ul>	<p>Principal, lead teachers and team leaders</p> <p>Principal</p> <p>Principal, Lead Teacher – Assessment</p> <p>Principal</p> <p>Principal, TIC ICT</p> <p>Principal, TIC Music</p>	<p>Professional development (Cheryl Doig, Mel Stopford)</p> <p>As budgeted</p> <p>Music Budget</p>	

