Marlborough Primary School

1361

CHARTER

2020

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AUCKLAND

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arlborough
Primary School

The harakeke (N.Z. native flax) has been chosen as the graphic and vision for our school. The idea originated from discussion in a staff meeting and progressed from there. Further research revealed the significance of the harakeke plant to Māori. Given that Marlborough has no significant landmarks or buildings which could be used to promote the school and its vision for its students, the harakeke plant seemed to be the obvious choice.

Harakeke Proverb

Hutia te rito o te harakeke,
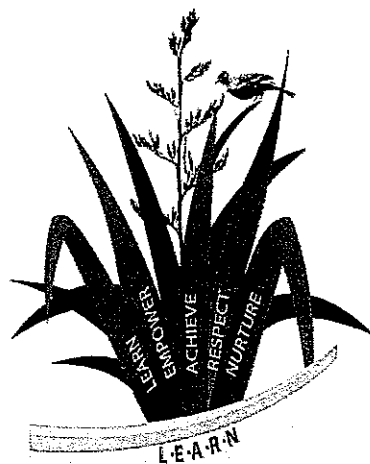
Kei whea e Kōmako e kō?

Kī mai ki ahau;

He aha te mea nui o te Ao?

Māku e kī atu

He tāngata, he tāngata, he tāngata

Flax Bush Proverb

If the heart of the harakeke was moved,

Where will the bellbird sing?

If I was asked, what is the most

Important thing in the world;

I would be compelled to reply,

It is people, it is people, it is people

The proverb reflects the Māori reference to the
harakeke as a whanau or family group.

Life on a Harakeke bush (Our school community) The flax bush will often support a large community of animals, providing shelter and an extensive food resource. Tui, bellbirds, geckos, insects and snails enjoy the nectar.

Strategic Goals

Student Achievement
To increase student engagement and build essential skills to raise student achievement.

Staff
To create a working environment that facilitates a climate of professional development and new learning. A focus on staff Well-Being.

Learning Environment
To develop learning environments that are safe and supportive of student learning and are enhanced by technology.

Connections
To enhance the relationships between school, home and the community.
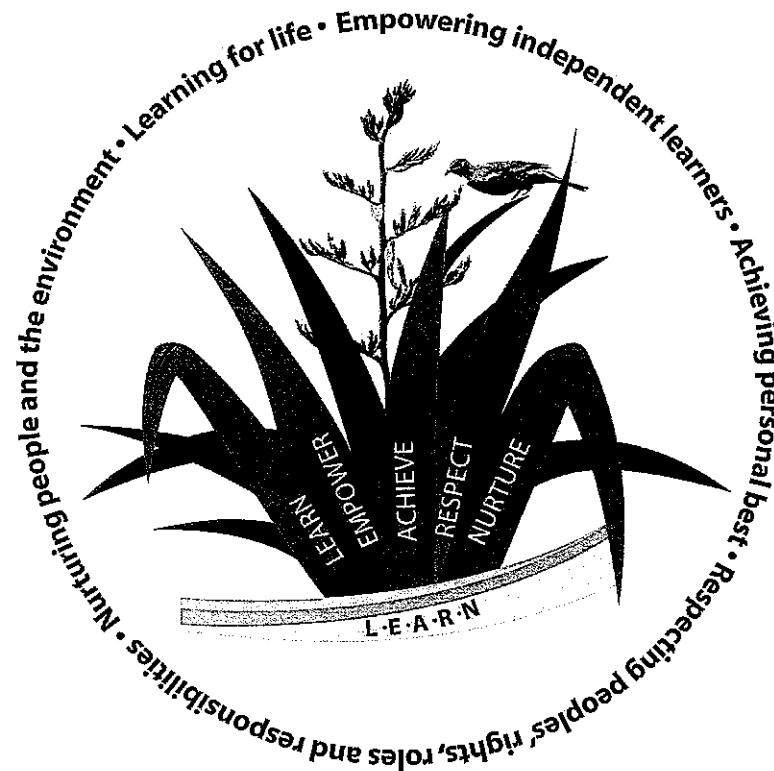
Property & Finance
To operate within annual grants
To modernise rooms 7 & 8 as per 10 -year plan
To continually upgrade & beautify environment.

Kaipatiki Community of Learning (COL)
Marlborough Primary School is one of the nine schools that form the Kaipatiki Community of Learning. The vision of the COL is to create a Community of Inquiry that promotes student achievement and lifelong learning.

Vision
To provide all Marlborough Students with challenging learning opportunities that are developmentally appropriate and meaningful.
To encourage our students towards independence and lifelong learning

Learning for life • Empowering independent learners • Achieving personal best • Respecting peoples' rights, roles and responsibilities • Nurturing people and the environment

LEARN EMPOWER ACHIEVE RESPECT NURTURE

L·E·A·R·N

Cultural Responsiveness
We recognise all cultures within our school, and celebrate the uniqueness of each / them.

MPS Values
L Learning for Life
E Empowering Independent Learners
A Achieving Personal Best
R Respecting People's Rights, Roles & Responsibilities
N Nurturing People & the Environment

Achievement Targets 2020

Writing
At MPS we aim to have 85+% of all students AT or ABOVE the expected standard in Writing.
This target is specifically linked to boys writing.

Maths
At MPS we aim to have 90+% of all students AT or ABOVE the expected standard in Maths.

Reading
At MPS we aim to have 90+% of all students AT or ABOVE the expected standard in Reading.
This target is specifically linked to the Year 1 Reading Target where we expect 84% to be AT or ABOVE the expected standard.

At Marlborough Primary School we recognise Cultural Diversity by:

The Unique Position of the Māori Culture
- Staff members actively develop an awareness of Tikanga Māori (Māori Culture and protocol) and Te Reo Māori (Māori Language) in class programmes.

Providing Instruction in Te Reo Māori
- Daily programmes will incorporate commands, language related to everyday objects, days, months, number.
- Teacher and student participation in Whāea Bella's teaching programme.
- Each term's concept programme incorporates components as appropriate to the topic and class level.
- Any requests to provide additional instruction in Te Reo Māori for full time students will be given careful consideration by the Board of Trustees regarding personnel availability, financial position and inclusion within the school programme.

Providing Instruction in tikanga Māori
- Junior and Senior Kapa Haka with performances at school events and in the wider community.
- School assemblies commence with the National Anthem sung in Te Reo Māori as well as English.
- Waiata and Karakia are part of every assembly.

Community Consultation

Our community is consulted in a variety of ways:
- With our Māori, Pacifica and Asian families through evening events, where we share achievement data and to discuss programmes of support
- The wider community through: report evenings, surveys, fortnightly newsletters, New Entrant evening, 3- way conferencing

Staff Consultation

Staff are consulted through a variety of mediums:
- PB4L (Positive Behaviour for Learning.)
- COL in-school leaders
- NZCER Survey

Health & Safety

We support Health and Safety through:
- Consolidating Positive Behaviour for Learning (PB4L), Tier 1 and Tier 2
- Peer Mediators
- Maintaining a safe learning and working environment
- Travelwise
- Road Safety
- Peer Mediators
- Ensuring we look at the staff and children's well-being
- EAP services for staff

Student Offered Opportunities

Our School offers:
- Triathlon, duathlon
- Onepoto and Matariki– Cultural Festival
- Community Service performance in the local community 60's Up club
- Cluster Sports
- Swimming
- Individual Sports/Teams
- Speech Competition
- APPA Choir
- Orchestra
- Performing Arts- annual production
- Students as Leaders
- Cluster & School Talent Show

School Organisation
- 19 full- time teachers
- 5 part -time teachers –Including a Learning Support Teacher
- 6 part- time Teacher Aides supporting learning and behaviour
- We have 2 teams- Senior and Junior each lead by our two Deputy Principal's
- Junior team (Years 0-2) start with 9 classes
- Senior team (Years 3-6) start with 9 classes

Kaipātiki Kāhui Ako - Community of Learning

Our Purpose

As a Community of Learning (COL) our purpose is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a holistic pathway, acknowledging each student's strengths, as they transition through various educational providers within our community. Robust and rigorous data analysis around our students will be shared across our educational providers.

Whakataukī

Ma te whakaatu, ka māhio
Ma te māhio, ka mārama
Ma te mārama, ka mātau
Ma te mātau, ka ora

By discussion comes understanding.
By understanding comes light.
By light comes wisdom.
By wisdom, comes well-being.

Our Vision   Moving Forward together   Te aku whakamua tahi

Our vision is to create a community of inquiry that promotes student progress, wellbeing and lifelong learning.
We will work in partnership with students, parents and whānau to accelerate student progress and provide a highly effective educational pathway for all.

Our Progress Aspirations

We have identified three Progress Aspirations for our Kāhui Ako. The strategies we adopt in response to our aspirations address our purpose and will enable our learners to succeed in their chosen pathway.

1. Pedagogy - a focus on Student Agency – Mana ākonga
2. Wellbeing – Haurora
3. Family, Whānau and Community Partnerships – Whakawhanaungatanga

We will achieve this by working together in five focus areas:

Student Agency -building student agency through increased levels of control, autonomy and power within student experiences in their learning environment.

Teacher Agency-(Collaborative Inquiry) -building teacher skills and confidence in engaging with students and whanau by identifying best practice models across the network.

Leadership Capacity - building leadership capability within and across educational providers.

Community Agency -(Engagement within the community)- building authentic relationships with families by empowering whanau to participate in and lead learning discussions.

Effective transitions between educational providers- building on current understandings of effective transition and enhancing current practices within and between educational providers.

Marlborough Primary School Strategic Goals-2019-2024

2019	Strategic Goals	Core Strategies for Achieving Goals	Target
Student Achievement	To increase student engagement and build essential skills to progress student achievement.	Engagement in Community of Learning Further development of Visible Learning/COL Pedagogy - children will be able to talk about their learning, identify their next steps and work independently to achieve. Further development of technology, science programmes and opportunities within classes	To raise the Oral Language capabilities (Oracy leads to Literacy) of all students To improve and meet the goal of 90% of students to be Reading 'At' or 'Above' expected standard for their age. To improve and meet the goal of 83% of Boys to be Writing 'At' or 'Above' expected standard for their age. To have 80% of Year 1 students working AT or ABOVE expected standard for their age in Mathematics.
Staff	To create a working environment that facilitates a climate of professional development and new learning.	Ensure teachers professional learning and cycles of inquiry support are linked to the Visible learning professional development Team Inquiry Goal linked to school focus and using Spiral of Inquiry model template Continue to build leadership capability within the staff through curriculum leadership and professional development.	For teachers to demonstrate an increased capacity and understanding, so that students have the agency to articulate their learning and next steps. For teachers to have opportunities to lead different areas within school to hone leadership skills and to further develop the skill base of all teachers and students.
Learning Environment	To develop learning environments that are enhanced by technology, are safe and supportive of student learning.	**Behaviour** Understanding Behaviour Responding Safely Revision of Cool Schools and Peer mediator roles Buddy classes and events	For staff to have the skills and knowledge of how to manage all children For all staff to be implementing Cool School philosophy and using Peer mediators in class to facilitate class meeting- bridging the gap between year levels
Connections	To enhance the relationships between school, home and the community.	Review of reporting system to parents about student achievement Continue community consultation with our Maori, Pacifica and Asian families Liaise with early learning centres and transition to school processes as well as intermediate school transitions out of primary.	For students to know that we value their cultures, out of school activities and interests. The use of the student profile and survey will reflect that teachers know and are interested in what they do at weekends.

	Targets	2020	2021-23
Student Achievement	To increase student engagement and build essential skills to raise student achievement.	To focus on writing in all areas of the school To move to 85+% students achieving At or Above expected standard	To focus on Inquiry incorporating the Arts To continue to monitor and re-focus on Writing to ensure skills are embedded
Staff	To create a working environment that facilitates a climate of professional development and new learning.	To focus on 'Well-being' at school - what it looks and feels like for students and staff Collaboration for planning and student behaviour	Focus on working 'SMARTER" not Harder Collaboration expectation for planning and student behaviour
Leaning Environment	To develop learning environments that are enhanced by technology, safe and supportive of student learning.	Deliberate Acts of Teaching (DAT's) across year groups and classes to support children Use of Digital Technology and application in all rooms	Introduction of Teacher awareness of more children, more buildings - Impact on established systems Investigate different ways to get the best for all
Connections	To enhance the relationships between school, home and the community.	Investigate Cultural Responsiveness within our school Investigate symbols around school to represent our growing number of cultures Taking part in the annual Glenfield College Talent Show and Kaipatiki Matariki Festival Being part of the Kaipatiki COL and establishing across - school connections	Involve wider community - inside /outside our school – peripatetic Music teachers, Tae Kwondo, Korean cooking, different sports facilitators codes Bring different communities in - kindergartens, pre-schools, Montessori classes, Intermediate, College - share experiences Share our uniqueness with Yearbook formation

The Marlborough Difference

Key Competencies

Managing Self	Thinking	Relating to Others	Participating & Contributing	Using Languages, Symbols and Text
Life-long learning	Excellence	Celebrating diversity	Citizenship	Written
Self -motivation	Goal setting	Equity - fairness and social justice	Team member	Visual
Perseverance	Questioning	Respect	Care of environment	Oral
Risk-taking	Innovation	Acceptance	Community involvement	Mathematical
Honesty	Inquiry	Co-operation	Whanaungatanga	Scientific
Responsibility	Curiosity		(Working as a 3 - way partnership: child, school and family.)	Technological
Pride				

	Baseline data
Students' Learning	Expected Standards data comparisons 2015-2019 **Reading** Reading is one of our curriculum strengths. Our target for 2019 was to maintain 90% of students to be Reading at or above Expected Standard. In 2020, our target will remain at having 90+% of students reading at or above their expected year level standard.

Reading		At	Proportion	Above	Proportion	Total
2015	All	115/266	43.2%	120/266	45.1%	235/266 =88.3%
2016	All	131/274	47.8%	98/274	35.8%	229/274 = 83.6%
2017	All	131/284	46.1%	107/284	37.7%	238/284 = 83.8%
2018	All	163/316	51.5%	117/316	37%	254/316=88.6%
2019	All	201/418	48%	120/418	29%	321/418 = 87%
2015	Māori	10/22	45.5%	10/22	45.5%	20/22 = 91%
2016	Māori	9/24	37.5 %	13/24	54.2%	22/24 =91.7%
2017	Māori	9/22	40.9%	10	45.5%	19/22 = 86.4%
2018	Māori	11/20	55%	7/20	35%	18/20=90%
2019	Māori	11/20	55%	5/20	25%	16/20= 80%
2015	Pasifica	13/18	72.2%	3/18	16.7%	16/18 =88.9%
2016	Pasifica	9/18	50%	5/18	27.8%	14/18=77.8%
2017	Pasifica	10/17	58.8%	4/17	23.5%	14/17 = 82.3%
2018	Pasifica	8/15	53.4%	6/15	40%	14/15=93.4%
2019	Pasifica	9/14	64.3%	4/14	28.6%	13/14 = 92.9%
2015	Asian	47/112	42%	53/112	47.3%	100/112 = 89.3%
2016	Asian	59/110	53.6%	33/110	30%	92/110 =83.6%

Year	Group	At	Proportion	Above	Proportion	Total
2017	Asian	58/118	49.2%	37/118	31.4%	95/118 = 80.6%
2018	Asian	51/99	51.5%	37/99	27.4%	88/99= 88.9%
2019	Asian	97/211	46%	51/211	24%	148/211 =70%
2015	NZE/P/OE	38/102	37.3%	51/102	50%	89/102=87.3%
2016	NZE/P/OE	48/111	43.2%	45/111	40.5%	93/111= 83.7%
2017	NZE/P/OE	48/115	41.7%	51/115	44.3%	99/115 = 86%
2018	NZE/P/OE	87/155	56.1%	47/155	30.3%	134/155 = 86.5%
2019	NZE/P/OE	80/177	45%	63/177	36%	143/177 = 81%

Writing

Our target for 2019 was 85+% of children achieving at or above our expected Standard. This was based on the known needs of children currently attending Marlborough Primary School. Our target for 2020 is to have 85+% of students working at or above their expected year level. This is specifically linked to Boys writing.

Writing		At	Proportion	Above	Proportion	Total
2015	All	187/266	70.3%	25/266	9.4%	212/266=79.7%
2016	All	197/274	71.9%	28/274	10.2%	225/274 =82.1%
2017	All	217/284	76.4%	31/284	10.9%	248/284 = 87.3%
2018	All	229/308	74.4%	31/308	10.06%	260/310= 84.5%
2019	All	287/419	68.5%	53/419	12.6%	340/419 = 81.4%
2015	Māori	19/22	86.4%	1/22	4.5%	20/22=90.9%
2016	Māori	18/24	75%	3/24	12.5%	21/24= 87.5%
2017	Māori	17/22	77.3%	3/22	13.6%	20/22 = 90.9%
2018	Māori	17/21	80.9%	3/21	14.2%	20/21=95.2%
2019	Māori	12/20	60%	1/20	5%	13/20 = 65%
2015	Pasifica	14/18	77.8%	1/18	5.6%	15/18 =83.4%

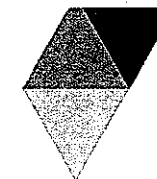| Year	Ethnicity	At	Proportion	Above	Proportion	Total
2016	Pasifica	10/18	55.6%	3/18	16.7%	13/18=72.3%
2017	Pasifica	12/17	70.6%	2/17	11.8%	14/17 =82.4%
2018	Pasifica	7/11	63.6%	1/11	9.1%	8/11= 72.7%
2019	Pasifica	7/14	50%	1/14	7.1%	8/14 = 57.1%
2015	Asian	86/112	76.8%	10/112	8.9%	96/112 =85.7%
2016	Asian	83/110	75.5%	10/110	9.1%	93/110= 84.6%
2017	Asian	93/118	78.8%	12/118	10.2%	105/118 = 89%
2018	Asian	77/97	79.4%	9/97	9.3%	86/97=88.7%
2019	Asian	142/205	69%	28/205	13.5%	170/205 = 82%
2015	NZE/O/OE	61/102	59.8%	11/102	10.8%	72/102 =70.6%
2016	NZE/O/OE	80/111	72.1%	12/111	10.8%	92/111= 82.9%
2017	NZE/O/OE	84/115	73%	14/115	12.2%	98/115 = 85.2%
2018	NZE/O/OE	131/179	73.2%	20/179	11.2%	151/179=84.4%
2019	NZE/O/OE	125/177	71%	21/177	12%	146/177 =82.5%

Mathematics

In 2019, the target remained at 90% of all students working at or above the expected standard. In 2020, the target was to continue to increase Basic Fact and Number Knowledge to sustain 90+% of students working 'At' or 'Above' their expected year level standard.
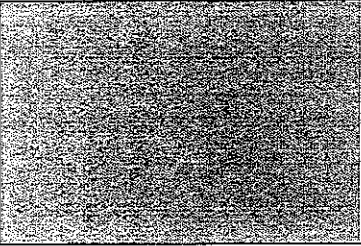
Mathematics		At	Proportion	Above	Proportion	Total
2015	All	157/266	59%	73/266	27.4%	230/266 =86.4%
2016	All	169/274	61.7%	79/274	28.8%	248/274= 90.5%
2017	All	173/284	60.9%	78/284	27.5%	251/284 = 88.4%
2018	All	156/307	50.8%	127/307	41.4%	283/307 =92.1%
2019	All	242/418	58%	127/418	30.4%	369/418 = 88.3%

Year	Ethnicity							
2015	Māori	15/22	68.2%	4/22	18.2%	19/22 = 86.4%
2016	Māori	14/24	58.3%	8/24	33.3%	22/24= 91.6%
2017	Māori	12/22	54.5%	7/22	31.8%	19/22 = 86.3%
2018	Māori	10/21	47.6%	10/21	47.6%	20/21 = 95.2%
2019	Māori	12/20	60%	2/20	10%	14/20 = 70%
2015	Pasifica	7/18	38.9%	5/18	27.8%	12/18 = 66.7%
2016	Pasifica	8/18	44.4%	6/18	33.3%	14/18=77.7%
2017	Pasifica	7/17	41.2%	6/17	35.3%	13/17 = 76.5%
2018	Pasifica	8/14	57.1%	4/14	28.6%	12/14 =85.7%
2019	Pasifica	6/14	43%	3/14	21%	9/14 = 64.3%
2015	Asian	67/112	59.8%	34/112	30.4%	101/112 = 90.2%
2016	Asian	74/110	67.3%	28/110	25.5%	102/110= 92.8%
2017	Asian	76/118	64.4%	30/118	25.4%	106/118 = 89.8%
2018	Asian	40/93	43%	48/93	51.6%	88/93 =94.6%
2019	Asian	112/202	55.5%	68/202	33.7%	180/202 = 89.1%
2015	NZE/P/OE	58/102	56.9%	29/102	28.4%	87/102 = 85.3%
2016	NZE/P/OE	66/111	59.5%	35/111	31.5%	101/111= 91%
2017	NZE/P/OE	70/115	60.9%	32/115	27.8%	102/115 = 88.7%
2018	NZE/P/OE	98/180	54.45%	65/180	36.12%	163/180= 90.5%
2019	NZE/P/OE	111/177	62.7%	54/177	30.5%	165/177 = 93.2%

School Name	Marlborough Primary School	School Number	1361

Strategic Aim	Improve the learning outcomes for all students in **Reading,** particularly Māori, Pacifica and students with special learning needs
Annual Aim	By the end of 2020 we aim to have 90+% of all students at Marlborough Primary School to be Reading '*At*' or '*Above*' the expected Standard for their age or time at school
Target	Sub focus group- we aim to have 84+% of our Year 1 students reading '*At*' or '*Above*' the Expected Standard after 40 weeks of schooling. To move a proportion of students from 'At' to 'Above' the expected standard for their age.
Baseline Data	Using school wide Reading data from November 2018 to inform teachers and to identify students who are working at 'Below', 'Well Below' and 'At' and "Above' the expected standard. Currently 201 students, 48% are working 'At' the expected standard and 120 students, 29% are working 'Above' the expected standard. 53 students, (23%) are reading at 'Below" or "Well Below' the required Expected Standard. Of those four are identified as Māori, three are identified as Pacifica, 26 are identified as Asian, 20 are identified as NZ/European/Pakeha/Other European. Of the 53 students, 34 are male and 19 are female.

11 students entered the Reading Recovery programme in 2019 and five successfully completed the programme coming off at above expected standard. Two students have been referred on to external agencies for support. Three students left the school with an incomplete programme and three students have carried over into 2020 Reading Recovery programme.

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Reviewed the previous end of year assessment data with the students' new teacher and the year level teams and conferenced with the previous teacher. The year level teams met to determine the specific needs of those target group students. Teachers shared and collaborated on different ways in which to support the year level team and the specific target students- identifying commonalities of learning required. Reviewed strategies on how to extend the students to move into the 'Above' level at all levels. Reading skills were discussed with students, and specific direct acts of teaching and learning were identified. This information was then shared with parents by their children at the 3-way conference evening and children shared and identified their specific learning goals. Reading Recovery students' progress was monitored daily by the Reading Recovery teacher and this information was shared with	We did not reach our schoolwide goal of 90% achieving 'At' or 'Above" their expected Standard. We achieved 87% of Year 1- 6 students reading 'Át or Above' expected standard (321/374). At the end of November 2019, we had 53% reading 'At" expected Standard and 34% reading 'Above' expected Standard The majority of the 'Well Below' and 'Below" students are identified as being Asian and/or CWSN and/or having ESOL support Of the 30 students identified as working at 'Well Below' expectation- 9 are identified as CWSN, 2 have remained in this area since the beginning of the year. The 13 students identified as working 'Below' standard, 5 have moved in to the 'Below'. Eight are identified as having ESOL support. 8 students have moved from 'Below' to At' expected standard from the mid-year data	Overall we achieved 87% of the students working 'At' or 'Above' the expected Standard for their age and time at school. The variance from 2018 can be as we identified a greater number of students who started school with no spoken or written English. Of those students who are identified as being in the 'Below' or 'Well Below' standard twenty-nine receive ESOL support in class. Additionally, seventeen did not start their schooling at Marlborough Primary School as a 5-year-old. An increase of students starting at Marlborough Primary School with poor academic skills-less than expectation. They are already known to the MOE and with allocated resourcing. School roll increased by over 100 students- with the majority requiring ESOL support. We currently have 129 approved to receive ESOL support- this	Individual students being identified and tracked from day 1 of Term 1, ensures that they start as a teacher / class focus and within year level team. Sharing data termly with SENCo and Principal means that learning conversations are always happening, and these students are foremost in our minds for planning and with discussion with parents 3-way conferencing and goal setting help children have ownership of their learning Data must be unpicked and analysed to show next steps and shared with the students- to establish next learning steps and focus. With an emphasis on Oral language in all classes helps support the students in articulating their current learning. As well as identifying and confirming their next steps. Also for explaining to their parents why they are learning something.

the class teacher. The class teacher then monitored the programme for these students within the classroom.

Once students graduated from the Reading Recovery Programme they were monitored termly by the Reading Recovery teacher.

Students who did not graduate from the Reading Recovery Programme where referred on to external agencies to receive additional support. The external agencies then monitored the students within these support programmes.

All year 4-6 undertook PAT Reading Comprehension assessments.
The results show

9 students achieved stanine 9
34 students achieved stanine 7/8
84 students achieved stanine 4/5/6
22 students achieved stanine 1,2,3
Therefore 85.4% of our students achieved Át or Above' expectations

PAT Reading Vocabulary results for Year 4-6 are
6 students achieved stanine 9
33 students achieved stanine 7/8
90 students achieved stanine 4/5/6
22 students achieved stanine 1,2,3

Therefore 80% of our students achieved Át or Above' expectations

PAT Listening Comprehension results for years 3-6 are
12 students achieved stanine 9
35 students achieved stanine 7/8
128 students achieved stanine 4/5/6
37 students achieved stanine 1,2,3

Therefore 82.4% of our students achieved Át or Above' expectations

The teachers attended a Professional development day on

number based on August 1st return.

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All students will be able to explain their own learning and next steps with the support of visual aids.

Continued tracking and unpicking of new entrant data and 6 year net data, especially the Concepts about Print test ensures that teachers are teaching to fill the identified gaps

Teachers to explore more ways in which the 'At" students can be moved into the 'Above' expected standard. A greater emphasis on reading comprehension - implied meaning, activatng prior knowledge

With the knowledge of the Visible learning programme – teachers have and will become more proficient at giving appropriate feedback to students that enhance and challenge their learning

	21st Century learners, anxiety within students and working with strengths. New teachers will also attend an in school Professional development day on Visible Learning		
	The teachers continue to share ideas, resources to make learning more visible within the class		
	Termly staff meetings are held to share data with all teachers, to discuss progress. Team /year level meetings are also held regularly to discuss individual's progress and for sharing of good practice		

Planning for next year

Analysis of 6-week testing data including the oral language assessment identifies areas where parents could provide support at home. This information is shared at an interview with parent and caregivers. New Entrant data is also shared with the Board of Trustees.

Greater analysis of 6-year net data to identify students as early as possible at risk of not achieving, and further support provided to parents to support their child/ren at home.

Continuation of the New Entrant parent meeting where reading strategies and ideas are shared with new parents to support their children early in the learning journey.

Tracking identified target students for 2019, analysing end of year data with beginning of year data to see whether we have 'added value' to their learning.

Early morning reading buddies organised by the Reading Recovery teacher for children who need more mileage and practice reading aloud.

Buddy teachers (older students) from the senior school support readers to also have more mileage and reading aloud skills.

Use of PLG's at team level to support and provide collegial support for teachers -Having across team meetings to share successes.

Weekly and termly planning should reflect how we are planning to move students from 'At' to 'Above" expected standard level for their age and time at school.

Reading Progressions are used within class for wall displays (younger students) and within portfolios for older students, this being used as an interaction/discussion tool for parents and students to share their learning successes. Also visual clues on rings- enable children working at the lower levels to identify what tools /skills they could use to access reading.

Looking at how "Probe' Reading test is administered across school and in conjunction with the Intermediate school- to ensure consistency.

Analysis of Running Records to clearly identify gaps, areas for new learning. Identifying any trends that might be apparent from early year levels.

To use Visible Learning as means to empower students to talk about their learning and next steps

To continue with peer and self -assessments for students

To continue working with the Kaipatiki COL to work on expected standards for Reading, Writing and Mathematics.
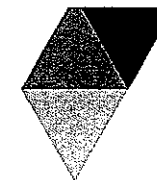
To track students' progress, analyse at specific year points- termly, and share results in teams and across school.

To continue to report to BOT twice per year on Reading Progress and on PAT data.

For teachers to have consistency across assessment tools- use of Reading Recovery/Learning Support Teacher to support analysis of Running Records – and to review and embed PROBE testing with the teachers of older students so that they are analysed and assessed in the same way.

Establishing earlier contact with parents and or caregivers to share successes and ways in which they can help, before the gap becomes too big.

School Name:	Marlborough Primary	School Number:	1361

Strategic Aim:	Improve the learning outcomes for all students in **Maths,** particularly Māori, Pacifica and students with special learning needs. To increase the Basic Fact and Place Value knowledge of all students throughout the school.
Annual Aim:	By the end of 2020, 90+% of all students will be working 'At" or 'Above' the expected Standard for their age or time at school. A specific COL focus is to have 90% (20 Māori students) and 85% (16 Pasifica students) working 'At" standard
Target:	90+% of all students to be working 'At' or 'Above' Expected Standard in Mathematics by November 2019. The Year 4 students are identified as a target group who will be closely monitored and tracked within their team and by the SENCo. Their knowledge, use and understanding of Basic Facts and Place Value will steadily improve and will be reflected in their problem-solving skills and in their achievement results
Baseline Data:	**Using schoolwide data** The identified students will be closely monitored during Term 1 within the class programme and will work in Term 2 and Term 3 if available with a teacher aide to support their acquisition of Basic Facts –focus on automaticity and accuracy, thus building confidence with their ability to work with numbers and within authentic situations. The other students will continue to work with the class and teacher towards maintaining 'At' and moving towards attaining 'Above' standard throughout the year.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
Reviewed the assessment data collected in November 2019 with teachers and determine the specific learning that needed to occur for target students At the end of the year, 38 students were working 'Below' or 'Well Below' expectation for their age and time at school. The teachers ascertained that the majority of students had the ability to achieve the expected standard, but it was their lack of knowledge of number Place Value and the ability to recall instantly the basic facts answers – that was hindering their progress. The majority were still working with materials. Also, they did not know how to manipulate numbers or see the patterns in 'numberbonds' and 'number families 'to solve problems	We did not meet the set target of 90% of students working 'At' or 'Above' the expected Standard. We achieved 89%. At the end of the year thirty-eight students were working at 'Below or "Well Below' expected standard for their age 17/38 of the students working at 'Below' or 'Well Below' standard did not start their school as a 5-year-old at Marlborough Primary School 7 students were identified as requiring additional support. 20 students receive additional learning support for ESOL Of the 9 students identified as working 'Well Below' expectation, 2 have moved to working 'At or Above' expectation, 1 has moved to 'Below' expectation 6 remain at 'Well Below'. Of the 19 students working at "Below' expected standard, 13 have moved to working 'At or Above' expectation. One moved from 'Below' to "Well Below' and is	We achieved 89% of students working 'At' or 'Above' the expected Standard for their age and time at school. Of the students working at 'Well Below or Below' expectation, seven were classified as CWSN Students identified as CWSN were receiving support through RTLB programmes, support classes or MOE education service. Greater percentage of students who started mid-year - 8 new students who when assessed came in the Below and Well Below category of achievement. Increase in number of students classified as ESOL and this impacted on their ability to understand the spoken and written word in English- and the language of mathematics.	Professional development undertaken by all teachers once per term with an external provider to undertake understanding and completing problem solving in authentic contexts- so children are learning to apply their knowledge in meaningful ways Use of staff meetings to share good practice, ideas and resources and to keep up with current pedagogy Continued moderation of student responses to 'JAM' testing. Teachers seeking clarity to ascertain OTJ decisions. Data is shared with teachers and the Board at mid and end of year as a mark in time and a chance to re- evaluate programmes and student needs. End of year data is analysed to ensure that the target students are identified early to support them from early Term 1 School wide use of Mathletics as home/school learning tool as well as other electronic programmes to

	identified as ESOL. Five remained at 'Below' expectation. In the PAT assessments for all students in Years 3-6, 54% achieved Stanine 4,5,6, 21% achieved Stanine 7 and 8, and 7% achieved Stanine 9. 84.9% of all year 3-6 working 'At or Above' Expectation (178/210) In the ICAS assessments administered for some year 3-6 students we achieved 1 High Distinction, 2 Distinctions, 5 Merits and 17 Credits	support Mathematics, place value and to help children's confidence in numbers grow 2020 -all teachers within their year level teams will undertake a Spiral of Inquiry into Authentic problem Solving

Planning for next year

PD for mentoring and coaching others in key learning areas

Sharing and collaborating at team and across school meetings

Information sharing with parents for involvement in Mathletics programme- remind them to start using at home

Basic Facts developmental part of expected homework challenge

Ongoing collection of data which is analysed- basic facts, GLoSS, IKAN and JAM to identify next steps to be shared with students and parents
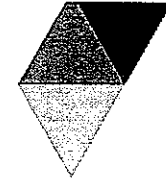
To develop the language of mathematics and learning with the students, especially focus on greater understanding for ELL students

Children able to articulate their next learning steps

Parent Information meeting on use of equipment and strategies and maths specific language etc

Feedback is specific for the students so they can articulate their learning and next steps

Analysis of Variance Reporting

Strategic Aim	To improve the learning outcomes for all students in **Writing**, particularly Māori, Pacifica and students with special needs. To increase the students' knowledge of writing and associated skills across the school.
Annual Aim	To have at least 85+% of all students 'At' of 'Above' the expected Standard by the end of the year and increase the number of students in the 'Above' category. To have 93% of our Māori students (20 students) and 89% of our Pasifica students (16 students) working 'At' expected standard (COL Focus) A focus is also on Boys achievement and the COL goal is to have 80% (108 students) writing 'At' expected standard
Target	As a school our goal was for 85+% of all students to be working 'At' or 'Above' the expected Standard for their age, based on information from 'check points '(Team or whole school moderation) Teachers will target those students who are, at risk of being at 'Below' or 'Well Below' expected standard by the end of the year. These students have been identified and are expected to be further supported by English Language Assistants and Learning Support groups and in-class programme adaptations.
Baseline Data	Looking at the school wide Overall Teacher Judgements (OTJ) from November 2019 has informed MPS as to which students are working 'Below' or 'Well below' the expected standard for their time at school or end of year standard. These students formed target groups for 2019 and teachers are aware if they are in their class. Professional learning groups occur in year group teams to discuss ways to support the target students and to share successes. Student's needs are identified and differentiated for within the class programme. All teachers will monitor and track students from the target group within their class, within their teams and the termly data is shared with the SENCo and Principal.

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
At the start of the year on Teacher only day, each teacher reviewed the data on students who were assessed at the end of year as achieving at the 'Below' or 'Well Below' expected standard and they also looked at them as a year level team and discussed ways to accelerate their progress. Also teachers discussed with previous years teachers to gain an insight to the specific issues. Target students were also further classified as to whether they had ESOL support, identified as CWSN and had specific needs and which students had access to support programmes The identified target student groups – Year 5 and 6, Year 3 and 4 had additional support from the Learning Support Teacher who ran the Te Whare Rama writing programme as introduced through RTLB in 2017.	We did not meet our expectations as we achieved 81.5% of students working 'At' or 'Above' expected Standard for their age and time at school. Forty- three students were identified in November 2019 as working at 'Below' the expected standard. Thirty-Three students were identified as working at 'Well Below' the expected standard Of the thirty-three-student working at 'Well Below' expected standard, six students are identified as having special needs and were receiving additional support from external agencies. Twenty-Five identified as having or had ESOL support, Of the forty-three students, working at 'Below' the expected standard, 22 had or were receiving ESOL support in class. Two were identified as having specific learning needs and have additional support. The Learning Support teacher provided additional writing support for a group of 3 /4 students in Term 3 and Term 4. In term 1 she worked with a targeted group of Year 5 and Year 6 students.	The students identified as working at 'Well Below' and 'Below' standard after 40 weeks of school had a focus on writing within their class programme. It focussed on how to write quickly, but not on spelling correctly or punctuating, but on becoming a risk taker. Write to communicate. The years 3 to 6 students had support from the learning support teacher using the RTLB writing programme called Te Whare Rama for reluctant writers. The benefits of this approach to writing was continually shared through staff meetings. The impact of this programme where the emphasis was on building writing over time, inspired many students to write with detail to convey their stories clearly and also to use a variety of skills- e.g. conjunctions and interesting vocabulary. By the end of the 2019 we had 33 students working at 'Well Below' expected standard and of those 7 received CWSN support. The support teacher of Learning in Term 1 and Term 2 had year 5/6 students working in a group to increase their writing abilities- focus on getting ideas down and expanding their vocabulary.	Greater use of RTLB and RT LIT referrals for those students at risk of not achieving standard. Meetings with RTLB and RTLIT to discuss strategies to support students and teachers at school, and identify ways in which parents can support at home Review of special programmes that are administered by teacher aides to ensure that they meet the needs of the current students at risk. To upskill teacher aide knowledge of writing strategies to support these specific students For teachers to use the MPS writing progressions with the students, so that the students are empowered to identify where they are at, and to identify next steps with support from home and school. To be used at Celebration of Learning and 3-way conferences to share where they are at and their next steps and goals Celebration of Learning meetings and 3-way conferences have a greater focus on students verbalising their own learning and what their next steps are (reinforcing student agency) for students Year 1 teachers' analysis of 6-week data and 6-year net data to identify

Additional support was also provided for a new entrant phonics/letter recognition group.

The COL goal of achieving 80% (108 students) of boys writing 'At' or 'Above' expected standard was not achieved as we achieved 79% (169/215 students)

The COL goal of expecting 93% (21 students) of Maori students writing 'At' of 'Above' standard was not achieved, we achieved 65% (13/ 20 students)

The COL goal of expecting 89% (11 students) of Pacifica students writing 'At' of 'Above' expectation was not achieved as we achieved 57.1% (8/14 students)

In the ICAS data results from the Year 4-6 students who sat the Spelling test, we had 4 children who achieved Distinction in Spelling, 1 Merit, 5 Credits and we also had 9 Credits in English

Of the 14 identified at start of year as working at 'Well Below' expectation – 2 were identified as CWSN and have MOE in-class support, and one chid has moved to working 'At' expected standard, .two were also leavers mid-year.one child moved from 'Below' to 'Well Below'
Of the thirty-five identified as working 'Below' expectation at the start of the year
Fourteen have moved to working 'At/Above' expected standard, Twelve

In Terms 3 and Term 4 the support teacher of Literacy had groups of Year 3 and Year students focussing on writing skills, writing faster, planning stories before writing etc- developing graphic writing organiser plans.
This support enabled these students to make gains by the end of the year.

Of the identified 34 students working below expectation mid-year, by the end of the year 19 students remained a concern. Of those 19 students, 9 students were identified as having ESOL support, two students have left the school

areas to focus on with Deliberate Acts of Teaching (DAT's), to share at PLG team meetings

Greater use of fine motor skill development to enhance pencil grip and letter formation and to increase the amount of ideas written down. Adaptation of the PMP programme to incorporate fine motor skill development

To support learning of editing skills- firstly to identify error and then to try to fix by their self, with peer and then teacher support.

Peer and self -assessment whereby students can identify with each other what they have achieved and what they need to work on next- verbalising their needs and aspirations

From 2017 years 3-6 classes have access to Chromebooks, to ensure that those who like to write on Chromebooks have many opportunities to do so.

Year 3 -6 emphasis on grammar revision- full stops and capital letters- back to basics, letter formation Modelling and shared writing experiences.

Sharing their writing orally with others at all levels.

Use of graphic organisers at years 3-6

remain working 'Below' expectation and they receive ESOL support. Eight students moved from 'Below' to 'Well Below' expected standard- two identified as CWSN and receive additional support		Year 5-6 -daily writing in diaries, focus on letter formation and verbalising their learning All team PLG's to identify good practice of what they did and are doing to move students and to share with others- minutes will reflect dialogue and good practice Learning support teacher will attend team meetings of students she works with to add to good practice discussions Continue use of New Entrant parents' meetings- so parents are informed and shown how to support and help their children from first starting at school Working with Kaipatiki COL to streamline practice across schools and to identify good practice and share across and within COL

Planning for next year

- To identify students from year end of Term data, to identify their specific learning needs and plan programmes that will start to address the identified gaps
- Writing sample in week 2, Term 1 to identify gaps within writing and for teachers to then set up specific writing workshops
- Whole school analysis of writing data- to determine trends, missing student information
- To engage writing expert to improve teacher's knowledge and skills
- To use the Visible Learning professional development in conjunction with previous AfL professional development to strengthen teacher practice
- To use and reinforce teacher and student knowledge of student Agency -to be able to articulate their learning and the next steps
- To continue to use the professional development of Te Whare Rama to support reluctant writers
- To share good practice at staff meetings and to regularly celebrate student successes
- To monitor target student progress termly at team meetings and share with SENCo and Principal
- To have a focus on accelerated learning- to close-bridge the gap- what needs to happen – PLG and staff meetings
- To assess for baseline data for all new students to identify their needs earlier

- To use the writing progression sheets with the students so they can identify their own next steps and provide strategies and ways in which they can master their next steps
- To use the writing progression moderation sheets and review samples work of within team and across school for consistency to further extend the exemplars for writing at Marlborough Primary School
- To start the writing journals that will display work from Year 0 to Year 6. It will follow children through school- work to be annotated by teacher against exemplars to show progress.
- To ensure that staff knowledge and experiences allow them to teach successfully the expected indicators of success
- To continue with Professional development identified and supported through the COL focus

Strategic Goal

We aim to have 90%+ of all children Reading AT or ABOVE expected standard in Marlborough Primary School

Annual Goal as linked to COL goals	**2020 Annual Target expectations by year levels.**
We aim to have 80% of Year 1 students reading AT or ABOVE expected standard for their age.	We aim to have: 80% of Year 1 students reading AT or ABOVE expected standard 85% of Year 2 students reading AT or ABOVE expected standard 90% of Year 3 students reading AT or ABOVE expected standard 87% of Year 4 students reading AT or ABOVE expected standard 89% of Year 5 students reading AT or ABOVE expected standard 90% of Year 6 students reading AT or ABOVE expected standard

Baseline data

2019 end of year Reading data shows:

	Below & Well Below	At	Above
Year 1	16%	69%	15%
Year 2	11%	60%	29%
Year 3	15%	65%	20%
Year 4	11%	46%	43%
Year 5	16%	33%	51%
Year 6	7%	43%	50%

Key Improvement Strategies

Junior Team focus:

To ensure that the Year 1 students have access to good quality oral language and phonemic awareness based schooling in classes.

To ensure that the continued focus for Year 1 students is on the acquisition of oral language, growing their vocabulary and experiences to broaden their vocabulary as well as building phonemic ability and sight word knowledge.

Involve parents in Reading information evenings at 6 week meetings and at 3 Way conferencing - sharing what we do in class, what their child needs to learn and be able to do independently. Also how they can help and support their child at home with Reading.

Reading strategies taught and assessed using PM Benchmark Running Record- minimum of four times per year. Ongoing Running Records using PM and Ready to Read readers.

To embed value added. Professional Development in Oral language with any new team members and teacher aides.

Games and independent activities used to reinforce learning. Tracking of progress through the colour level-tracking sheet.

One on one support for Target Students, with key gaps identified through Running Records.

Sight words/phonics and high frequency word checklists used.

Key check in's at 6 weeks, 20 weeks, 40 weeks and then 80 weeks to assess progress.

If the need is identified provide opportunities for struggling Oral language learners to attend Talk to Learn programme in small groups.

SENIOR Team focus:

That the older students continue to have a well-balanced reading programme that addresses any gaps in their learning, like inferential questioning.

Focus on specific teaching and regular reading sessions throughout the week.

Comprehension activities and games in class and using Reading Programmes on the Chromebooks, at the same time extending reading mileage using these resources to encourage reluctant readers.

Target students – i.e. those identified at end of year data from previous year and from mid year data are monitored closely and discussed with in team PLG's. Previous history explained in depth by SENCo

Focus on comprehension, inferencing and vocabulary. This is assessed using PAT and PROBE. Explicit teaching to any gaps.

Accessing the library and promoting it as an enjoyable place to be where children can read for pleasure and research.

Oral Language activities such as sharing of news, sharing stories, asking/answering questions, participating in discussion/debating.

Shared reading activities-read to/discussing, predicting, summarising. Individualised with generic activities and conferencing.

Guided reading groups as required.

Listening activities / listening focus

Reading comprehension, making connections

Whole school focus:

To implement the new child friendly speak of <u>visual reading progressions</u> up to yellow level - so children can see and identify their next steps and explain their learning journey and goals in reading.

Children are encouraged to independently read at home. Reading for meaning. Reading for information.

Integrate Inquiry subjects with Reading sessions.

Increase comprehension and vocabulary activities (especially for ESOL students).

Use of technology and websites to provide support and resources-in the classroom and at home. These include sites: Reading Eggs, Kiwi Kids News, Storybird, Seesaw, Skoolbo, Epic, Mobymax, Studyladder, Sunshine on line

References to WALHT and Success Criteria- then specific, constructive feedback and feed forward given to children.

WHEN AND WHO

This is an ongoing journey starting from Week 1 of school in 2019.

The Reading team will formally monitor twice yearly all school data and report to the Board and staff, at team level target students are regularly discussed.

Each year group team will have at least two data analysis sessions per term to identify progress, good ideas and to discuss next steps for those who are not making progress or accelerated progress.

Year 1 /2 children have access to Reading Recovery- 5 places available at any one time.

When	What (examples)	Who	Indicators of Progress
Term 1	PAT testing	Seniors year 3-6	
	Caps Oral language-part of SEA Testing (at 6 weeks) Base line data if a student is new to MPS	Junior classes	Reading Comprehension and Reading Vocabulary knowledge assessed, guiding specific teaching and student goals. Oral language improvements for children struggling- Year 1 &2. Meeting with caregivers to share results
Each Term	Running Records High Frequency Word monitoring Talk to Learn programme (-as funding permits). Before school Reading Readiness Programme-students struggling with mileage /fluency	Junior School ESOL Reading Recovery	Assess regularly to determine areas of focus and to show progress. Results recorded on Reading graphs to plot progress and show urgency of trajectory expectations. Take a running record to ascertain comprehension of what is being read.
Term 2 and 4	PM Benchmark Running Records- Level 1-Level 23 High Frequency word monitoring PROBE- Level 23 silver plus	Junior School Reading Recovery	Tracking of progress identifies student needs-including comprehension of text. GAP analysis

	After 20 weeks-Oral language rechecked.		Action plan/parent meeting if still at risk. Next steps.
Each Term ongoing	Questioning, comprehension, inferencing, predicting, summarizing, making connections	Middle and Senior	Increase of achievement in formal testing
Term 1, 2 and 3 School Holidays	Holiday Book bags with 10 readers.	Juniors and Target students	To maintain reading mileage and to encourage continuation of reading strategies and skills throughout the holidays. To encourage caregivers to be part of the ongoing reading process.
Ongoing 40 weeks	Visible Learning 0 Year net testing Continued Oral language focus for year 0, 1 & 2 Oral language progressions Early Readers – Key Reader buddy system each morning Reading Recovery Professional support from Reading Recovery Teacher Ensure a supply of readers across all levels that reflect current trends and interest.	Whole school	Reflection of learning and assessment, encouraging students to take ownership of their learning. They learn to articulate what they know, next steps or learning goals. Teacher to provide feedback-linked to professional goal. Student and Teacher use Reading progressions, charts, visual tools to identify where the child is at and where they expect to go. Results shared with caregivers-next steps and goals planned. Oral language testing-Illinois and monitoring 6 weeks, 20 weeks, 40 weeks, 80 weeks. From 20 weeks, 40 weeks, 80 weeks, 120 weeks-ongoing. Progress monitored and shared with teacher and SENCo though Learning Support Teacher 4 children daily. Provide staff with assistance to analyze Running Records and plan next steps Reading team – stocktake and rebuild levels of books
Monitoring			

Children are identified 'At Risk' via 6 week, 20 week, 40 week and 80 week Testing, Target children – listing from past achievements-these children entered into Syndicate monitoring targeted children.

Reading progress chart for each 'under achieving' child.

Regular discussion in Syndicate Teams-at risk assessment and planning.

Introduce a phonemic awareness programme for new entrants who require support.

Reading progression indicators – creation of visual prompters level 0-12 to yellow level

Assessment.

Resourcing

Games and activities fit for purpose

Displays

Reading material-Junior Readers, Senior Books –group sets maintained- top ups

Reading websites –explored and explained

Phonics programme embedded

Casey the Caterpillar Big Books x 5 for NE classes

Big Books –stocktake and restock of titles

Holiday packs maintained and checked

Word started key rings at levels 1-6

Spelling resources support reading programmes words

2020 Improvement Plan - Domain: Learning -Mathematics

Strategic Goal

We aim to have 90%+ of all children working AT or ABOVE expected standard in **Mathematics** at Marlborough Primary School

Annual Goal	Annual Target
We aim to have 80% of Year 1 students working AT or ABOVE expected standard for their age.	**2020 Annual Target expectations by year levels.** We aim to have: 90% of Year 1 students working AT or ABOVE expected standard 90+% of Year 2 students working AT or ABOVE expected standard 90% of Year 3 students working AT or ABOVE expected standard 80% of Year 4 students working AT or ABOVE expected standard 90+% of Year 5 students working AT or ABOVE expected standard 82% of Year 6 students working AT or ABOVE expected standard

2019 end of year Mathematics data showed:

	Below & Well Below	At	Above	Total At & Above 2019
Year 1	0%	71%	29%	100%
Year 2	13%	56.8%	30.2%	88%
Year 3	26%	53.9%	20%	74%
Year 4	7%	41%	52%	93%
Year 5	22%	56%	22%	78%
Year 6	7%	43%	50%	93%

Key Improvement Strategies

Junior Team: Basic Facts explicitly taught in class and teachers encouraged to assess using Basic Fact progression tests. Games and equipment used to reinforce learning. Tracking of progress through JAM matrices. Hot spots noted for whole class/ individual tutorials. Children are encouraged to use Mathletics as an independent practice at home. One to one support for Target Students, with key knowledge gaps identified from JAM/ current assessments.

Middle Team: Focus on specific teaching and regular practice of Basic Facts and Place Value for Term 1, to ensure that these are well grounded before moving onto Strategies. Using programmes such as Mathletics, Mobymax, Studyladder, Prodigy, as well as games and worksheets to practice regularly. An additional focus on areas of weakness highlighted from the IKAN assessment, problem solving and fractions.

Goal of achieving 1000 Mathletics points per week, Mathletics is offered and suggested to use and is now available to all students.

Using problem solving in mixed ability groups to learn from peers and reinforce knowledge.

Senior Team: Focus on Basic Facts, Place Value and Family of Facts in the first 8 weeks of term. Basic Facts are assessed using IKAN, PAT maths and GLOSS. Weeks 9-11 will focus on Strand (Geometry, Statistics and Measurement). Terms 2 and 4 will focus on Fractions and Decimals.

Goal of 1000 Mathletics points per week. Using problem solving in mixed ability groups to learn from peers and reinforce knowledge.

Whole School:

Increased use of integration across subjects where the maths is inherently a part of the problem. Problem solving timetabled at least once or twice a week.

Increase problem solving, so students are solving real life problems in mixed ability groups, which spreads the knowledge in a more natural way, (peer teaching, reinforcing knowledge).

Use of technology and websites to provide support and ideas. (nzmaths - ALiM resources, problem solving challenges, lesson examples and resources)

English language assistant will support ESOL students with Mathematical language/ concepts.

Specific pre-teaching of Mathematical vocabulary for the whole class and re-teaching for ESOL students.

Professional development provided by Marie Hirst on problem solving with a focus on strand in 2020.

When	What (examples) *Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices*	Who	Indicators of Progress *What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).*
Each Term	Basic Facts	All year levels	Weekly teaching and practice, informal weekly assessment, Basic Facts Test each term to show progress
Each Term	IKAN	Year 3-6	IKAN knowledge assessed, guiding specific teaching, assessment repeated each term to show progress, showing increase in numbers correct and levels increasing.
Each Term	JAM & GLOSS assessments	Level 0-4 JAM	Assessment repeated each term to determine areas of focus and to show progress.

| | | Late stage 4-8 GLOSS | |

Monitoring

Assessments checked each term to highlight target students and to determine the best way to improve their achievement levels.

Using rich task problem solving tasks from NZ Maths, reworked GLOSS questions, Figure It Out tasks , ARB's all offer teachers a way to check on progress informally during class time.

Resourcing

Mathletics encouraged school-wide to increase use of Mathletics Live. Other programmes explored and encouraged. (Mobymax appears to have a good Basic Facts practise model.)

Textbooks, worksheets, problem solving resources, equipment and games used to practice Basic Facts, Place Value and general maths strategies - ensure that there are enough games, equipment and text books for each year level.

Possible Conference attendance to learn latest updates and learn from other educators.

Maths evening held for the community in Term 3, which will support parents and caregivers to work with and understand what their children are learning.

Teacher Aide support to run a support group for Target students in Terms 1 and 3, if funds allow.

Strategic Goal

We aim to have 85%+ of all children Writing AT or ABOVE expected standard in Marlborough Primary School

Annual Goal as linked to COL Goal	2020 Annual Target
We aim to have 83% of all boys writing AT or ABOVE expected standard for their age.	We aim to have: 90% of Year 1 students writing AT or ABOVE expected standard 90% of Year 2 students writing AT or ABOVE expected standard 85% of Year 3 students writing AT or ABOVE expected standard 70% of Year 4 students writing AT or ABOVE expected standard 75% of Year 5 students writing AT or ABOVE expected standard 75% of Year 6 students writing AT or ABOVE expected standard

2019 end of year Writing data shows:

	Below & Well Below	At	Above
Year 1	0%	99%	1%
Year 2	7%	77%	16%
Year 3	38%	51%	11%
Year 4	32%	57%	12%
Year 5	36%	47%	17%
Year 6	14%	45%	41%

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?

Renew and reprint the child friendly speak of visual writing progressions displays- so children can see and identify their next steps and explain their learning journey and goals in writing specific to MPS to level 1B through to 1A

Introduce a Writing Publishing Journal that follows the child from Year 1 to Year 6

Complete a Beginning of Term 1 schoolwide focus of snapshot/schoolwide review of writing- identify the gaps and plan according to those gaps

At Celebration of Learning and Three-Way Conferences – students sharing that they know where they are with their Writing next steps, and How they are going to get there – Next Steps.

To ensure that all Year 1 students have access to good quality oral language and oracy-based schooling in classes. (Oracy leads to Literacy)

To ensure that the continued focus for all school is on the acquisition of oral language, growing their vocabulary and experiences to broaden their vocabulary as well as building phonemic awareness and sight word knowledge.

To continue with Team Moderation in Term 1 and 3 and Whole School Moderation in Term 2 and 4.

Monitor and Track Target Children, CWSN and ESOL.

To implement a love of writing at MPS-provide/co-construct with every child a purpose for their writing

To use DAT's (Deliberate Acts of Teaching) to support small groups of children's learning- to fill gaps and progress their learning to the next level

When	What	Who	Indicators of Progress
All Year	Sharing the kid speak Writing Progressions with the Class	All Classes	Students will be able to articulate where they are, where they are going and what they need to do to get there. (Visible Learning)
All Year	Oral Language skills of all students	Teachers	Illinois Test PAT listening Term 1 and Term 3 TBA
Term 1 and 3	Scoping and identifying of class and individual needs Team moderation of a piece of writing	All Teachers	Marlborough Marking Criteria Summary sheets Identifying key gaps individual / group/ whole class
Term 2 and 4	Whole School Moderation of a piece of writing	All Teachers	Marlborough Marking Criteria
Week 5 and 10 of Each Term	Regular Monitoring of Target, ESOL and CWSN.	All Teacher	At Team meetings discuss and monitor Writing levels of these Students. Celebrating success at each of these targets students gains

Monitoring

How are we going to get there?

Modelling Books /Publishing books – evidence quality writing models

Writing Team to share and encourage others to share new strategies that have worked in class or seen work in their team- termly staff meeting.

Teams to share what works and how they did it at each level- Focusing their purposeful needs

Resourcing

Time at Team meetings, CRT use time to visit other classes to see Writing in Action

Writing leaders to visit other schools to see writing in Action and resources used

Staff meetings to explore areas in depth and identify are these school wide issue- Writing team to identify and unpack from team minutes.

Whole school writing Professional Development-External School Facilitator to be investigated

Writing groups for Term 1 based on December 2019 data and review of gaps in January 2020- focus will be on Years 3 /4 and Years 5/6. Review after writing sample taken at end of Term 1.

Year 2 have access to writing support for most at risk through Reading Recovery lessons and Reading Recovery Teacher knowledge

Resources - Switch on to Spelling by Joy Allcock, The Writing Book By Sheena Cameron (and online resources), Marlborough Primary exemplars, Websites such as Seesaw, Storybird, pobble365 and Storypath by Kate Baker, Book Creator /Googledocs/slides, scholastic Story Starters, Kiwi Kids News

Starting in 2020 Publishing Books for Year 1 to follow through school life

Talk it oral language by del Costello
Printed Resources-essential spelling list (Hamburger Model)
Modelling Books /Interactive whiteboard-screen capture / visuals for young level 1-2 and ESOL students
Writing checklist available for all students in child speak
Writing certificates- signed by Principal (as part of class certificates)
Schoolwide spelling /handwriting programme –Jolly Phonics –modified 0-1 and available for all ESOL and CWSN students, Switched on to Spelling, Casey the Caterpillar, Essential Spelling Word Lists and extended lists when others are mastered
Writers dictionary for middle/ seniors
Yellow/Blue editing cards
Encourage use of Big Poem cards located in Reading Resource Room
Encourage use of The Writing Book-available for all teachers in teams/ resource areas

MARLBOROUGH PRIMARY SCHOOL SUPPORT FOR STUDENTS WITH SPECIAL LEARNING NEEDS ACTION PLAN 2020

Long Term Goal: Provide effective support for students with learning needs and abilities

Specific Goal	Action required	Performance indicator
Teaching and Learning Provide quality classroom programmes which cater effectively for students with Special Needs and Gifted & Talented students	Teachers identify these students from current assessment, discussions with colleagues, checking the Special Needs, and Gifted & Talented registers and communicating with parents and other agencies e.g. One day school	Teachers are informed and are therefore able to plan and deliver appropriate programmes and opportunities; make referrals and gather appropriate resources
Select eligible students for the learning support teacher's Literacy and Numeracy classes Yr2 – Yr4	Students individually tested and assessed for eligibility by learning support teacher and class teacher	Evidence of correct placement indicated in student evaluations, Target students, assessments and levels achieved Students are monitored after success on programme
Subject to availability, organise special programmes which support individual student learning and development	Students involved with speech therapy, Occupational and Physiotherapy, Oral Language-LLI I.C.S. –in class support – one hour every day of week	Student progress and development observable Data collected, analysed, reviewed and new goals set
Ensure that MPS follows inclusive education guidelines	Provide teachers with information about inclusive education Where possible, all students participate and engage in programmes in the class. Formulate Individual Education Programme's (IEP) or Individual Behaviour Plans (IBP) and referrals are carried out in a timely manner	Teachers increase their knowledge about inclusive education Where appropriate Year 5 and 6 students attend meetings about themselves Students participate in special programmes with their peers
Professional Development Provide opportunities for teachers to read and discuss relevant research findings and case studies New Ministry initiatives (behaviour) and Wellbeing	Ensure Special Needs information and Gifted and Talented register is kept up to date Discussions with relevant professionals Teachers attend nd provide feedback on relevant courses to meet the needs of their class	Teachers provide suitable programmes for students Teachers are knowledgeable and supportive of identified students and their families
Self-Review Staff provide information for IEPs and referrals to Special Educational Needs Co-ordinator (SENCo) Special Needs register reviewed termly Teachers update Special Needs and Gifted & Talented registers throughout the year and are identified in class descriptions	Information provided according to schedule Class teacher and SENCo attend IEP meetings Class teacher, SENCo, Team Leader and DP's are aware of students identified in their teams and provide support and guidance as required	Teachers provide up to date information for IEP's and CWSN register

Target students' progress documented in team minutes Termly gains recorded on register and shared with SENCo and Principal		
Resourcing Individual files are formulated and updated on each student by SENCo Information provided by services is maintained by SENCo Teacher Aides are provided to support students learning and behaviour (subject to availability) Learning support is available with teacher in Maths and Literacy Reading Recovery, Oracy Programme for Years 1-3	Resources checked for suitability SENCo organizes teacher aide timetables in conjunction with ESOL student timetables Teachers and Teacher Aides receive training from RTLB and MOE for specific students they work with if applicable	Resources used in programmes Student achievement data shows added value to outcomes and timeframes Teacher Aides and teachers feel more knowledgeable when dealing with students with specialist needs Reflection in Target students termly update Access to resourcing to Paediatrics specialists, OT, CYPS, Te Puke Moana (Marinoto), SLT's, DHB, Public Health Nurses, hearing referrals
CWSN group and individual programmes To provide identified students with learning, behavioural and skill based programmes which meet their needs (subject to availability)	Reading Recovery 4/5 students per week from Yr 1/ 2 2019 T1 – T4 Reading – Key Leaders supported by Senior School students RTLB involvement- subject to availability and criteria being met for service 5 children receive In -class Support 2 children referred to RTLIT programme	Students reach expected level during the year and can be discontinued New students enter programme and when desired achievement is reached - discontinued and monitored in class and team targets
2020 COL Goals -Well Being and Pedagogy Continued focus on Year 1 Oracy and Reading Achievement	2020 Review previous year targets to establish next steps Review Goals Termly. Feedback to whole staff meeting Finding next steps termly PLG in teams on goals Reflection/review from COL leadership (In school leaders)	2020 Programmes continue to meet student needs Student achievement and acceleration of learning and targets are monitored and maintained.
Work effectively with MOE and Health Nurse for transition to school needs	Identify needs and extra support required Provide Teacher aide support subject to availability Support with training for additional materials for needs of students transferring	Increased of known students identified, prepared for and supported by ECE into school Specific notes and details shared Prestart meetings with parents, school and ECE Mtg with previous teacher at ECE Observations at ECE if required for behaviour strategies