



# Marlborough Primary School

1361

## CHARTER

**2017**

Wykeham Place  
Glenfield  
AUCKLAND

Phone: 09 481 0365

Email: [principal@marlboroughprimary.school.nz](mailto:principal@marlboroughprimary.school.nz)





*"Learning Through Living" "Te Ako i te Ora"*

*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 Maori. 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 Komako e ko?

Ki mai ki ahau;

He aha te mea nui o te Ao?

Maku e ki atu

He tangata, he tangata, he tangata

***The proverb reflects the Maori 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.



#### 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



## VALUES

LEARN

*Learning for Life*

EMPOWER

*Empowering Independent Learners*

ACHIEVE

*Achieving Personal Best*

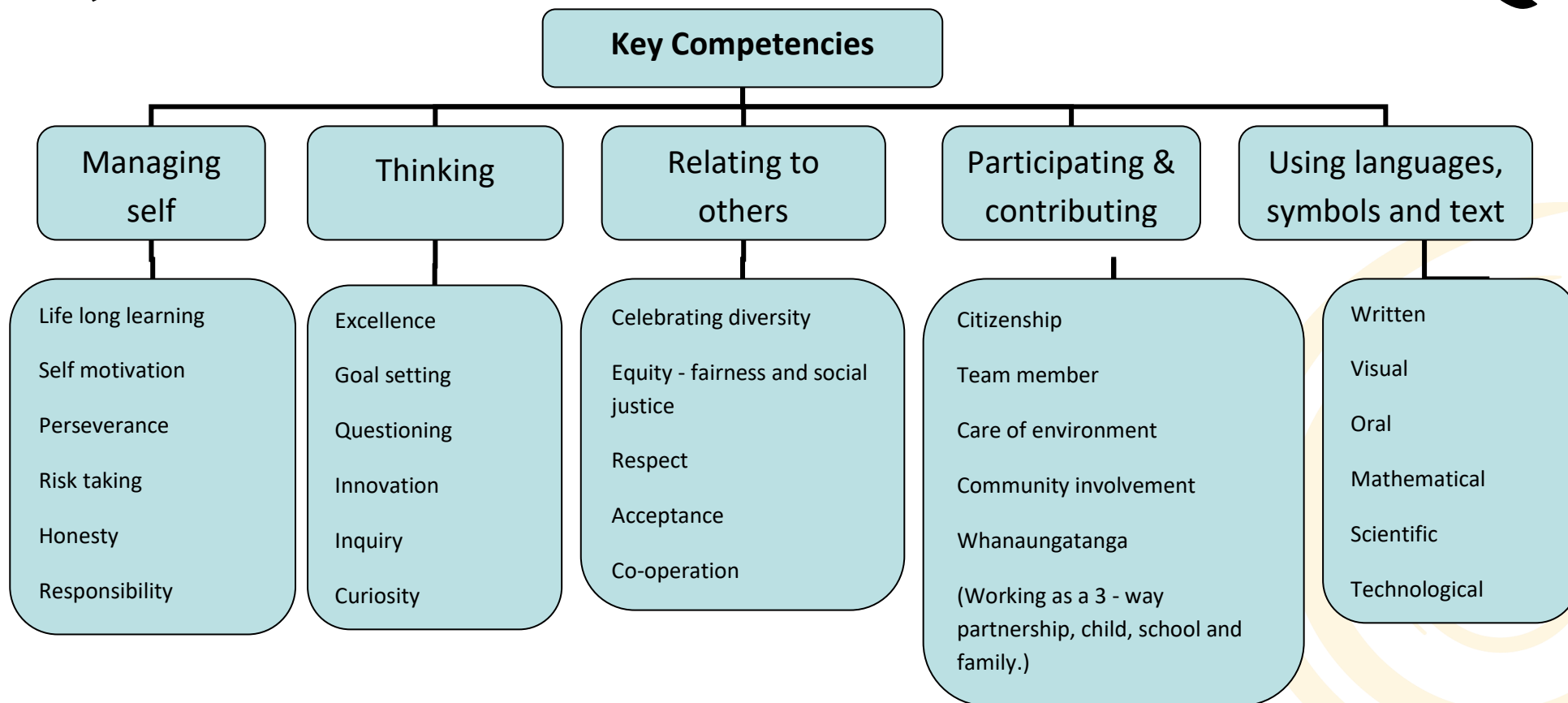
RESPECT

*Respecting Peoples' Rights, Roles and Responsibilities*

NURTURE

*Nurturing People and the Environment*

# The Marlborough Difference



# *Marlborough Primary School 2017 – 19*

## Introductory Section - Strategic Intentions

<b>Mission Statement</b>	Marlborough Primary School (MPS) will enable all students to develop the characteristics of lifelong learners.
<b>Vision</b>	<p>To provide all Marlborough students with challenging learning opportunities which are developmentally appropriate and meaningful</p> <p>To encourage our students towards independence and lifelong learning</p>
<b>Values</b>	<div> <div>L</div> <div>E</div> <div>A</div> <div>R</div> <div>N</div> </div> <div> <p>Learning for Life</p> <p>Empowering Independent Learners</p> <p>Achieving Personal Best</p> <p>Respecting Peoples' Rights, Roles and Responsibilities</p> <p>Nurturing People and the Environment</p> <p><b>MPS values, support and link with the New Zealand Curriculum (NZC) values of:</b></p> <p>excellence</p> <p>innovation, inquiry and curiosity</p> <p>diversity</p> <p>equity</p> <p>community and participation</p> <p>ecological sustainability</p> <p>integrity</p> <p>respect</p> </div>
<b>Principles</b>	<p><b>L</b> Learners / akonga are enabled to achieve their personal best by having ownership of their learning, reflecting on their achievement and reaching the high expectations set by MPS</p>

	<p><i>(NZC – Learning to Learn, High Expectations, Coherence, Inclusion)</i></p> <p><b>E</b> Engaging the community through respect for language, culture, traditions and values, the MPS curriculum ensures challenging learning experiences, in an inclusive environment making connections to the student's own world.</p> <p><i>(NZC - Cultural Diversity, Community Engagement, Coherence, Inclusion, Treaty of Waitangi)</i></p> <p><b>A</b> Active achievers, are encouraged, affirmed, acknowledged and have their learning needs addressed. The MPS curriculum makes links across the learning areas, opening pathways for future learning including opportunities for akonga to explore how their actions affect their futures.</p> <p><i>(NZC - Inclusion, Future Focus, Coherence, Learning to Learn)</i></p> <p><b>R</b> Rights, roles and responsibilities are respected. All students have the opportunity to acquire knowledge of te reo, tikanga Maori, pasifika and other cultures, in an environment of participation, partnership and protection</p> <p><i>(NZC – Treaty of Waitangi, Inclusion, Coherence, Learning to Learn, High Expectations)</i></p> <p><b>N</b> Nurturing our people and the environment. At MPS recognition is given to individual needs, strengths and interests, valuing the richness of our ethnic diversity</p> <p><i>(NZC – Cultural Diversity, Community Engagement, Inclusion, Future Focus, Treaty Of Waitangi, Learning to Learn)</i></p>
<b>Māori dimensions and Cultural Diversity</b>	<p>MPS is a Decile 7 multicultural and ethnically diverse school. We take great pride in celebrating the cultural diversity of our students and their families. During the year special events both sacred and secular are held by the different cultures in our school e.g. Chinese New Year, International Food Festival.</p> <p>Acceptance and use of different languages is encouraged within MPS to maintain first language and to support second language growth.</p> <p>This year Te Reo Maori will be taught by a Maori speaking Teacher Aide (Maori language assistant) who is also a parent at our school. The Maori language assistant will take each class for a 30-minute teaching session weekly. The teachers are modelling, practising and learning Te Reo with their class at other times of the week.</p>

Maori vocabulary charts and signage are on display in the teaching and learning spaces. Library books and journals in Te Reo Maori are also available for student and teacher use. The National Anthem is sung in Maori and English at weekly assemblies. The 'birthday song' is signed using the Sign Language of NZ and sung in different languages to reflect the language of the children's birthdays that week.

The teaching of Te Reo Maori is an integral part of our curriculum and our students and staff are developing the ability to converse in basic phrases and are building an in-depth understanding and knowledge of Tikanga Maori – protocols and traditions. This is further supported and explained by the school-wide Te Reo Maori Progression Table.

We have a strong tradition of Kapa Haka with over 50 students from the senior and junior school who perform. Our Maori language assistant will also assist with the junior Kapa Haka group.

For 2017-2018 to further support the learning of Marae protocols and to promote school cluster relationships, we anticipate that the senior Kapa Haka group will visit the marae at the local College and in 2017 we plan to form a closer relationship and hope to have an overnight stay.

2017-2018 a Maori Student Achievement Plan has been formulated to share with the community.

In 2017 we are accessing Chinese lessons on Culture and Language with the support of the Chinese Confucius Centre and their Language Assistants, with this opportunity every child will be able to experience the unique Chinese culture and language.

A Cultural event will be held this year to celebrate our 50<sup>th</sup> year of opening. MPS also celebrates its unique diversity by taking part in Race Relations Day - an opportunity for children to represent their own or a different country. The 2017 theme is 'That's Us- What do we stand for? What do we stand against?'

## Baseline data or School Context

### Students' Learning

National Standards data comparisons 2013-2016

#### Reading

Reading is one of our curriculum strengths. Our target for 2016 was to maintain 90% of students to be Reading at or above National Standards. In 2017 our target will remain to have 90% of students reading at or above the National Standard.

Reading	At	Proportion	Above	Proportion	Total
2013 All	115/234	49.1%	108/234	46.2%	229/234 = 95.3%
2014 All	144/253	56.9%	96/253	37.9%	240/253 = 94.8%
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%
2013 Maori	13/22	59.1%	9/22	40.9%	22 /22= 100%
2014 Maori	15/25	60%	9/25	36%	24/25=96%
2015 Maori	10/22	45.5%	10/22	45.5%	20/22 = 91%
2016 Maori	9/24	37.5 %	13/24	54.2%	22/24 =91.7%
2013 Pasifika	6/14	42.9%	6/14	42.9%	12/14 = 85.8%
2014 Pasifika	12/17	70.5%	2/17	11.8%	14/17= 82.3%
2015 Pasifika	13/18	72.2%	3/18	16.7%	16/18 =88.9%
2016 Pasifika	9/18	50%	5/18	27.8%	14/18=77.8%
2013 Asian	52/106	49.1%	51/106	48.1%	103/106=97.2%
2014 Asian	60/104	57.7%	41/ 104	39.4%	101/104=97.1%
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%
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%

## Writing

Our target for 2016 was 85% of children achieving at or above National Standards. This was based on the known needs of children currently attending Marlborough Primary School. In 2017 we are continuing with Professional Development to help support teacher knowledge and student achievement levels. Our target for 2017 is to have 85% of students working at or above the National Standard.

Writing		At	Proportion	Above	Proportion	Total
2013	All	201/234	85.9%	16/234	6.83%	217=92.73%
2014	All	177/253	69.9%	35/253	13.9%	212/253=83.8%
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%
2013	Maori	21/22	95.5%	-	-	95.5%
2014	Maori	17/25	68%	4/25	16%	21/25= 84%
2015	Maori	19/22	86.4%	1/22	4.5%	20/22= 90.9%
2016	Maori	18/24	75%	3/24	12.5%	21/24= 87.5%
2013	Pasifika	13/14	92.9%	-	-	13/14=92.9%
2014	Pasifika	12/17	70.6%	1/17	5.9%	13/17=76.5%
2015	Pasifika	14/18	77.8%	1/18	5.6%	15/18 = 83.4%
2016	Pasifika	10/18	55.6%	3/18	16.7%	13/18=72.3%
2013	Asian	83/106	78.3%	14/106	13.2%	97/106=91.5%
2014	Asian	70/104	67.3%	21/104	20.2%	91/104=87.5%

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%
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%

## Mathematics

In 2016 the target remained at 85% of all students working at or above the National Standards. In 2017 the target is to continue to increase Basic Fact and Number Knowledge to sustain 90% of students working 'At' or 'Above' the National Standard.

Mathematics		At	Proportion	Above	Proportion	Total
2013	All	166/234	70.9%	44/234	18.8%	210/234=89.7%
2014	All	154/253	60.9%	62/253	24.5%	216/253=85.4%
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%
2013	Maori	20/22	90.9%	-	-	20/22=90.9%
2014	Maori	18/25	72%	5/25	20%	23/25 = 92%
2015	Maori	15/22	68.2%	4/22	18.2%	19/22 = 86.4%
2016	Maori	14/24	58.3%	8/24	33.3%	22/24= 91.6%
2013	Pasifika	12/14	85.7%	2/14	14.3%	14/14=100%
2014	Pasifika	13/17	76.4%	1/17	5.9%	14/17 =82.3%
2015	Pasifika	7/18	38.9%	5/18	27.8%	12/18 = 66.7%
2016	Pasifika	8/18	44.4%	6/18	33.3%	14/18=77.7%
2013	Asian	74/106	69.81%	24/106	22.64%	98/106=92.45%
2014	Asian	54/104	51.9%	35/104	33.7%	89/104= 85.6%

	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%
	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%
<b>Student Engagement</b>	<p>MPS prides itself on having an open door policy. Parents and caregivers are encouraged to take every opportunity offered to visit and participate in school activities, special occasions and events during the year.</p> <p>We encourage and support parents to play a positive and proactive role in their children's education and to understand how the education system in NZ works for their children. Parent support is vital to a successful and positive educational experience for each and every child.</p> <p>To further engage our families in 2017 we will continue to hold information evenings for the core curricular areas whereby parents can learn about the new way of teaching in the 21<sup>st</sup> century and to see and hear how BYOD and e – learning pedagogy enhances their children's education.</p> <p>To offer and encourage opportunities for students to share their learning journey and successes with their parents and caregivers through book work, displays, classroom and school experiences.</p>					

## Strategic Section

<b>School Organisation and Structures</b>	<p>In 2017 we start the year with 13 full time class teachers, a .88 learning support teacher who teaches the Reading Recovery Programme, takes a Year 5/6 writing/reading group and Year 3/4 reading and writing support groups. Two of the teachers are Provisionally Certified Teachers and we have two teachers who are tutor teachers to mentor and support them. This has meant our overall staffing numbers has increased to cover their one day a fortnight release by two release teachers.</p> <p>We have 7-part time teacher aides. Their role is to support children's learning, behavioural needs and ESOL. Two of the teacher aides in 2016 successfully completed the English Language Assistant training courses run by the Ministry of Education. We also have an Office Manager and a Caretaker.</p> <p>In 2017 MPS has been re organised into three learning teams to cater for the uneven distribution of age groups throughout the school. The three teams are the Year 1 and 2 team, the Year 3 and 4 team and the Year 5 and 6 team. The Year 1 and 2 team is led by the Deputy Principal (DP) with responsibility for the junior aged children, the Year 3 and 4 team is led by a Team Leader and the Year 5 and 6 team is led by the DP of the senior school with responsibility for the senior aged children years 3 to 6. Currently the Year 1 and 2 team have 6 classes, the Year 3 and 4 team have 4 classes and the Year 5 and 6 team have 3 classes.</p> <p>The MPS Board of Trustees (BOT) uses the schooldocs policies to form and review policies that support the governance and management of our school. The policies are available to the community via the schooldocs website to consult and review. This information is available to parents through the school newsletter and website.</p>
<b>Review of Charter and Consultation</b>	<p>The BOT established a three-year review cycle that encompasses strategic, regular and emergent reviews and BOT processes.</p> <p>The BOT will continue to consult with the community about organisational details as they arise.</p>

In 2017 parents and caregivers will be surveyed about our reporting to Parents formats and associated timeframes. A Health and Safety survey was completed in 2015 by our parents and the school community were also consulted on the external environment.

In 2017, Term 2 our Maori communities will be consulted regarding National Standards achievement data in line with the biannual consultation plan. Aspects of high importance to the Maori communities will be identified for further consultation and action if appropriate.

In 2017, Term 3 our Asian communities will be consulted regarding National Standards achievement data in line with our consultation plan. Aspects of high importance to the Asian communities will be identified for further consultation and action if appropriate.

It is the current BOT's intention to consult with the community in 2017- 2018 about the strategic plan and direction to prioritise the key areas for development. This will guide the development of the goals for the future.

With the appointment of a new Special Educational Needs Coordinator (SENCo) we will consult with our priority learners and families related to Special Needs programmes and support.

	Strategic Goals	Core strategies for Achieving Goals 2017-2019
Student Learning	Reading, Writing & Mathematics	<p>From 2017 MPS is a member of the Kaipatiki COL where the academic goals have been identified across the community. The goals are being addressed through the use of 'Visible Learning' that links to MPS previous AfL Professional Development. The specific number of children that we need to move in learning to meet the targets are indicated in the COL target and subject improvement plans.</p> <p>Analysing the assessment data to identify specific learning gaps and then teaching to the gaps and forming individual learning goals for achievement with the children in core subjects.</p> <p>The target children's data is tracked and reported on at the end of each term, next steps are discussed at mid-term year level meetings and action plans created.</p>
	Identifying our children who are Gifted and Talented and providing additional programmes for them	<p>We have formed identification criteria and set up an electronic Gifted &amp; Talented register. Opportunities are provided for Professional Development for staff, and for identified children to attend one-day G and T school.</p> <p>Cross grouping allows the highest achievers in reading, writing and Maths to be extended. Further Programmes that could support and extend children could be made available to address needs.</p>
Visible Learning		2017 will enable us to extend our knowledge of Visible Learning and implications for supporting reading, writing and maths.

<b>Curriculum</b>	<p>Te Reo is a regular part of the weekly classroom programme.</p> <p>To provide Te Reo classes and knowledge of Maori protocols for school events e.g. visiting the marae</p> <p>To engage children and parents more fully in the learning process with the aim to extend children further to achieve their best.</p> <p>To extend our children further with the development in 2017 of a Gifted and Talented focus</p> <p>Information &amp; Communication Technology (ICT)</p> <p>Sports</p>	<p>The employment of a Te Reo language assistant to work with all students each term has ensured that students and teachers have access to quality spoken language experiences and access to first-hand knowledge of protocols</p> <p>Whaea Bella also helps to train the junior Kapa Haka students. Funds are set aside for this initiative yearly</p> <p>To celebrate the diversity of cultures within the school, there will be a week-long focus on Matariki, where children will work across year levels in the afternoon in their school houses to share their learning knowledge and experiences</p> <p>Parent engagement – holding curriculum meetings to extend parents knowledge of subject areas</p> <p>To further deepen teachers knowledge and skill base in all core curriculum areas</p> <p>Further development of moving 'At' children to 'Above' in National Standards in core curriculum areas</p> <p>Introducing extension classes for children to explore their strengths and interests</p> <p>To follow the current three year strategic ICT direction-updating computers, cameras etc</p> <p>'Google Docs' are being used for e-Portfolios</p> <p>Participation in cluster sports events- cross country, athletics, netball and soccer, and softball if available. We also have numerous sports teams that</p>
-------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Arts	<p>parents pay for their students to participate in- netball, miniball, hockey, rippa and touch rugby which students are encouraged to take part in.</p> <p>This year sees the senior school students participating in a Diving skills opportunity programme.</p> <p>Annually the whole school participates in an ATHON and the older students TRIATHLON, as well as cross country and athletics days.</p> <p>Each year the older students are offered opportunities to perform at the APPA choir festival at the Town hall and participate in the APPA speech competition.</p> <p>In 2017 the years 4-6 children will be participating in a School Production.</p> <p>Children are also offered opportunities to play a range of musical instruments with peripatetic music teachers during the school day.</p>
--	------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<b>School Finance</b>	To access funds from charitable grants for ICT hardware, and security fencing for gardens	Staff / BOT and Friends of the School (FOS) members to form a committee to prepare paperwork for applications to be made.
<b>School Property</b>	<p>10YA property</p> <p>Signage</p> <p>Replace and update directional signage</p> <ul style="list-style-type: none"> <li>○ administration buildings</li> <li>○ entrance from road</li> </ul> <p>Continue development project – from ‘Garden to Table’</p>	<p>10 year property plan due for formulation this year.</p> <p>Ongoing, investigate different options-including metal etched signage for front of admin,</p> <p>Investigate costs for finger posts for internal direction pointers, and whether Glenfield college hard materials department-wood or metalwork department would be able to support our school in a community project to make finger posts.</p> <p>Contact local firms e.g. Plant Barn/ Bunnings/ Mitre 10 for support with plant materials and boxes etc.</p> <p>Provide secure area for planting for children-fencing, gate etc</p> <p>Promote with teacher who has responsibility for sustainability</p>
<b>Health &amp; Safety</b>	<p>Complete 2017 survey for any actions to be taken</p> <p>Monitor the development of Positive Behaviour for Learning (PB4L)- Year 4 of implementation (2 team members)</p>	<p>Provide format / templates for staff to use to record hazards</p> <p>Continue to be considerate and aware of the well-being and hauora of all people in our school (PB4L)</p> <p>Feedback from the PB4L Team regarding implementation of agreed lesson plans for teaching Matrix for 2017</p> <p>2017 will consolidate programme and to work towards next tier of programme.</p> <p>Staff and students are aware of the values and goals and are working with PB4L format. PB4L is a programme that sets the scene and provides the expectations for the school and the Peer Mediators provide the presence and leadership to make it work on a daily basis. Cool Schools Peer Mediators are reinforcing the PB4L message schoolwide</p>

	<p>Cool Schools- Teachers informed of goals and ideals of the programme and are developed further within class</p>	<p>Peer mediators have full support and training from the PB4L teacher in charge</p> <p>All students develop the ability to use peer mediation to solve issues with peers, this is seen in senior classes with circle time</p> <p>Peer Mediators promote Cool Schools in classes weekly- visiting junior classes to share role and gather information over issues</p>
<b>School Transition</b>	<p>Continue development of close links with local kindergartens and other members of the COL.</p> <p>Parent information evenings</p> <p>Opportunities for 4 year olds to visit</p> <p>Consultation</p>	<p>DP of Junior team visits local kindergartens to talk with parents</p> <p>DP invites local kindergartens to share PD organised for New Entrant teachers</p> <p>Local kindergartens are invited to participate in field triathlon events and morning school experience</p> <p>In school pre-start meetings held with specialist agencies and parents of special needs children</p> <p>Preparing your child for school – expectations and suggestions shared</p> <p>Curriculum – reading, writing and mathematics</p> <p>New entrant booklet shared and distributed to all new entrant parents</p> <p>Four year olds: 2 orientation visits before starting</p> <p>Local kindergarten attend junior assemblies twice per term</p> <p>Local kindergarten children who have turned four experience a morning with new entrant classes once per term</p> <p>In 2017- consultation with latest parents to investigate whether the information shared pre-starting school is useful and to establish what else they wish they knew before their child started school.</p>

<b>School Documentation</b>	School Policies & procedures are robust and up to date	'Schooldocs' a set of policies and procedures are regularly and collaboratively reviewed during three - year cycle.
<b>Policies and Procedures</b>	Legislative & compliance requirements actioned on time	<p>Schooldocs on the web allows consultation and full participation of whole staff, Board and school community</p> <p>Parents are advised on how to access schooldocs via newsletter</p> <p>Ensure links to website / passwords and policies that are for review are communicated regularly to parents and staff in a timely manner.</p>



Other 2017 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
<ul style="list-style-type: none"> <li>- Garden development</li> <li>- Pool Development</li> </ul>	<p>Small projects – seek grants or donations of goods -after consultations with community</p> <p>Consultation with community-staff and children</p> <p>Sustainability Team to seek grants for ongoing costs</p> <p>Beautification of the environment</p> <p>Upgrade pool - pump, changing rooms and surrounds to make it more suitable for use.</p> <p>New pool pump required</p> <p>Painting of pool in 2018</p>	<p>Fundraising for ICT hardware, fencing</p> <p>Operational grant monitoring</p>	<p>Fund Raising Committee composed of FoS, teachers and Board members to proceed with quotes and applications</p>
Personnel	Short Report	Community Engagement	Short Report
<p>Continue employment of over entitlement teachers for learning support, Reading Recovery</p>	<p>Termly report of progress made</p> <p>Students can be referred for additional support throughout the year</p>	<p>Board strategic plan to survey parents on Health and Safety</p> <p>CWSN survey for programmes suitability</p>	<p>Mid - year 2017 use survey monkey and also hard copy to engage a wider percentage of our community</p>

# Improvement Plan for Mathematics - Marlborough Primary School



## School Strategic Learning Goal:

1. Improve the learning outcomes for all students in Mathematics, particularly Maori, Pasifika and children with special learning needs
2. To increase the basic facts and place value number knowledge of students across the school

## School Annual learning Target: Mathematics

By the end of 2017, 90% of all students will be working 'At' or 'Above' the National Standard

A specific COL focus is to have 90% (20 Maori students) and 85% (19 Pasifika Students) working 'At' standard

**Baseline data:** using school wide data December 2016 and individual student data, two small group of year 3/4 students (13) who are currently working below standard will be withdrawn for maths periods to work with the learning support teacher Monday – Thursday

The rest of the students will continue to work with the class and teacher towards maintaining At or Above standard throughout the year

**Target:** 90% of all students to be working 'At' or 'Above' National Standard in Mathematics by November 2017

The Year 3 and Year 4 identified and targeted group will be closely monitored and tracked by the learning support teacher. Their knowledge, use and understanding of Basic Facts and Place Value will steadily improve and when they reach the required standard will be integrated back into the class programme

## Key Improvement Strategies

When	What	Who	Indicators of Progress
Class, year level testing	Quantitative data collected and analysed at time of testing.	Teachers Team Meetings	Progress being made by all students during the year.
Continuous	Qualitative Overall Teacher Judgement's (OTJ's) across school as part of group work.  To support PCT with assessment skills and analysis of data prior to assessment deadlines	Maths Team	Students are able to verbalise the strategies they use.  Students who are 'Below' moving steadily towards achieving 'At'.  Students who are at the top of 'At' moving towards working 'Above'.

Mid-year testing	<p>Junior Assessment of Maths (JAM) and Global Strategy Stage Assessment (GLoSS) – children performing at a level on track to achieve ‘At’ or ‘Above’ National Standards.</p> <p>Basic facts- 90% of students achieving over 50% for year 3/4 and 5/6</p> <p>Basic facts- Juniors years 1 &amp; 2 85% of students adding in teens</p>	Whole School	JAM, GLOSS, Individual Knowledge Assessment of Number (IKAN) and Basic Facts tests.
End of Year	<p>90% of all children performing ‘At’ or ‘Above’ National Standard.</p> <p>Basic facts- 85%</p>	Whole School	JAM, GLOSS, IKAN and Basic Facts tests. Year end OTJs.

**Monitoring:** Class, Year level and School-wide data analysis June and November. A greater focus on Basic Facts and Number Knowledge to build on the foundations for strategy learning across the school.

Baseline testing on all new students, 6 week testing established for all new entrant children.

Children who are ‘Below’ standard are identified as target children and monitored and discussed within team, progress is reviewed termly and shared with principal through the target children profile tracking sheet. Professional Learning Groups are held in team meetings to share good practice, resources and ideas to achieve accelerated progress for target students.

**Resourcing:** Classes supplied with equipment, resources and information to support their learning and teaching.

Professional development for maths leaders at Maths cluster meetings and also with Cognition.

Individual teachers who have been identified by team leaders or by themselves as requesting additional support are catered for.

Parents are encouraged to use the Mathletics computer programme as part of their child’s homework. This is set up and monitored by teachers to suit individual needs. Greater focus on this for 2017. Gold certificate winners are acknowledged in assemblies and will be included in school newsletters.

Planning sheets show progression for each year level, including strand to ensure coverage



# Improvement Plan for Writing - Marlborough Primary School

## School Strategic Learning Goal:

Improve the learning outcomes for all students, particularly Maori, Pasifika and children with special learning needs.

## School Annual Learning Target:

To have at least 85% of all students 'At' or 'Above' the National Standards by the end of the year and increase the number of students in the 'Above' category

To have 93% of our Maori students (20 students) and 89% of the Pasifika students (16 students) working 'At' standard

A focus is also on Boys achievement and the goal is to have 80% (108 students) writing 'At' standard

## Baseline data:

Looking at the OTJ's from the End of Year (2016) has informed MPS as to which students are Below or Well Below. These students will form a target group and teachers are aware if they are in their class.

Professional Learning Groups will occur in learning teams to discuss ways to support the target students and also to share successes. These students will be supported in class.

The target group is approximately 20% of the school.

## Target:

As a school our goal is for 85% of all students to be working 'At' or 'Above' the National Standard. Based on information from 'check points' (Team or Whole School Moderation)

Teachers will target those students who are, or at risk of, being Below or Well Below the National Standard at the End of the Year.

These students have been identified and are expected to be supported by the ESOL programme, Learning Support groups and in class programme adaptations.

## Key Improvement Strategies

- Use the Marlborough Writing Criteria which has been created in conjunction with the National Standards, NZC and Literacy Learning Progressions.
- Teachers know who in their class is 'Below' or 'Well Below'.
- Teachers will use Assessment for Learning Capabilities to enhance Student Achievement in writing.
- Teachers will use strategies in 'The Writing Book' by Sheena Cameron and Louise Dempsey

- Year 1 and 2 Classes will follow the Key Links programme
- Discussions within school clusters about achievement data and specific curriculum areas

When	What	Who	Indicators of Progress
End of Term 1	To support PCT with assessment skills and analysis of data prior to assessment deadlines  Whole school sample of writing - Moderated in Teams	Whole Staff during Team Meetings	Teachers can mark with confidence and accuracy using the Marlborough writing criteria
End of Term 2	Whole School sample of writing – Moderated across the school	Whole Staff	Building on from Term 1 – more consistency in marking
End of Term 2	Whole School Reporting on Writing – An Interim Teacher Judgement  Using criteria from The National Standards, NZC, Literacy Learning Progressions and accepted criteria to inform the decision to give an OTJ's	Whole Staff	All Students that are Below or Well Below will be identified to teachers and will become target students (if not already)  Those who were previously identified will continue to be tracked
End of Term 3	Whole school sample of writing - Moderated in Teams	Whole Staff during Team Meetings	Teachers can mark with confidence and accuracy
End of Term 4	Whole School sample of writing – Moderated across the school	Whole Staff	Building on from Term 1, 2 and 3 –ensuring consistency and accuracy in marking
End of Term 4	Whole School Reporting on Writing – An OTJ's  Using criteria from The National Standards, NZC, Literacy Learning Progressions and accepted criteria to inform the decision to give OTJ's	Whole Staff	All Students that are Below or Well Below who were identified earlier in the year will have made progress towards attaining the required standard  Other target children may be identified for 2018



All Year	Using 'The Writing Book' By Sheena Cameron and Louise Dempsey	Whole Staff/All Classes	A consistent message across the school for the different genres
All Year	<p>Visible Learning Classes incorporating 'We are Learning How to...'</p> <p>Teacher models</p> <p>Classes are co-constructing Success Criteria</p> <p>Students can then self-check against the Criteria.</p> <p>Students actively reflect to know ways to improve their work (or where to next)</p>	Whole School	<p>Students taking ownership of their writing. Knowing What, How and Why they are Learning</p> <p>What the Success Criteria are and being able to check off their own work against the criteria</p> <p>Year 5/6 students have reflection diaries.</p>
Visible learning	<p>Using assessment data recorded on tracking sheets for students to identify gaps and next steps</p> <p>Emphasis on progress</p> <p>Displayed or in learning journals of levels and next steps</p>	Whole School	<p>Teachers learn what to teach and how to teach it</p> <p>Teachers gain tools for assessing writing</p> <p>Updated tracking sheets and examples of 'Learning Journals'</p> <p>Effect size testing from Visible learning PD</p>
ESOL Programmes	<p>Teacher aides are trained to work with ESOL students</p> <p>Two teacher aides completed the English Language Assistant in 2016</p>	Years 1-6	Improvement in English language will build confidence and understanding and this will be reflected in the improved quality of writing
Learning Support Groups	<p>Small group of 12 writers</p> <p>Learning Support teacher and a class teacher attended RTL Te Whare Rama writing programme in 2016 and have shared ideas and resources with staff</p>	<p>Years 5-6</p> <p>Years 3-4</p>	<p>Accelerated learning in small group environment</p> <p>ESOL year 5/6 writing group in addition to Year 5/6 writing group</p> <p>Writers may graduate at any time in year, but will still be tracked until end of year to monitor sustained progress</p>

			Progress is tracked, celebrated with students and reported to teachers and BOT twice - yearly
<p><b>Resourcing:</b></p> <p>Start of ongoing Visible Learning Professional Development started with a Teacher only day in the January school holiday, so that all staff are aware of expectations.</p> <p>Planned staff meetings to support new staff throughout the year.</p> <p>Establishing Visible Learning leaders and training required for new visible learning leaders.</p> <p>To establish baseline data and to identify next steps for both staff, children and whole school.</p> <p><b>Monitoring:</b></p> <p>All staff were aware of the target students within their class and worked within their learning teams to establish the focus and needs of the students - forming the first professional learning community of the year.</p> <p>When each sample of writing is assessed the Below and Well Below students will be identified and supported. Moderation occurs in Teams during Terms 1 and 3 and school-wide during Terms 2 and 4 in preparation for Interim Teacher Judgement and OTJ's</p> <p>Learning Support groups are monitored and reported on to class teachers, team leaders and Principal and twice a year reported on to the Board.</p> <p>The expectation is that accelerated learning will occur in the smaller focus group and that the students have become independent learners in writing.</p> <p><b>Additional Ideas:</b></p> <p>An MPS exemplar of writing at each level of writing. E.g. 1B, 1P, 1A etc in relation to Visible Learning and AFI ideas to be moderated within and across teams and samples decided by staff - copies held at appropriate levels in each class</p>			

# Improvement Plan for Reading- Marlborough Primary School



## School Strategic Learning Goal:

For all students to improve in reading with particular emphasis on moving students from 'high end' of 'At' to 'Above'

## School Annual learning Target: Reading

To maintain 85% of students at Marlborough Primary School to be reading 'At' or 'Above' National Standards

The specific COL focus is to have 74.1% (44 students) after 40 weeks of school to be Reading 'At' standard

## Baseline data:

Using school wide data from November 2016 to inform teachers and identify students working 'Below', 'Well Below' and 'At' Standard. 115 students or 43.2% are working 'At' Standard

## Target:

To move 10% of students from 'At' to 'Above' in National Standards

## Key Improvement Strategies

When	What	Who	Indicators of progress
Continuous class, year level testing ITJ's in June and OTJ's in December	To monitor assessment at each level To use appropriate test to suit needs (PM and PROBE)	Teaching staff ESOL teacher Reading Recovery teacher	Yr 4-6 PROBE Yr 2-3 PM Running Records or PROBE dependent on ability Yr 1 PM Running Records Teachers using PROBE confidently
Before end of T2	Look at reading overviews at each level to ensure coverage of skills and strategies	Whole teaching staff	Make Marlborough overviews with staff consultation- what it looks like – tools, skills taught
Ongoing	Use of Illinois Oral language Test for 6 week testing and again at 40 weeks of school	Year 1 teachers	Value added effect Increase in oral age related language score

			Students being able to articulate their needs and next steps
Term 1	<p>To use individual graphs for children in their first three years of school using Etap</p> <p>Planning their projection of progress against weeks at school. Questioning are they on target to achieve National Standards for weeks at school</p>	Year 1 and 2 teachers set up in T1	<p>Graphs to plot progress against time at school being used by Year 1 and 2 teachers, thereby identifying children who need support earlier</p> <p>Use of reading learning progressions so staff, students and parents know where the student is at, and can plan next steps with them</p>
Term 1	<p>To identify target students by collecting, tracking, analysing, reporting on data and sharing strategies, programmes and assessment results</p> <p>To support PCT with assessment skills and analysis of data prior to assessment deadlines</p>	<p>Teaching staff</p> <p>ESOL teacher</p> <p>Reading</p> <p>Recovery teacher</p>	<p>Tracking of assessment identifies student needs</p> <p>See if there are any trends showing with the data collected</p>
Terms 1,2,3,	<p>To provide resources to support reading programmes throughout the school.- e.g. holiday reading bags to maintain reading mileage and to stop 'drop off' of skills</p> <p>Look at what strengths and skills students already have and identify the gaps in areas across the whole school</p>	Staff and Literacy Leader	Liaise with Senior and Junior teams to discuss needs and gaps. Prioritise the purchasing of these resources
Terms 1 and 2	<p>For all teachers to have PD on TOD in term 1 as an introduction to Visible Learning</p> <p>Visible Lead teachers to have PD in Terms 1 &amp; 3</p> <p>To grow the leaders of Visible learning to promote and ensure consistency of approach across school</p>	<p>All staff</p> <p>SLT team</p>	<p>Students take more ownership of their reading and be able to articulate their learning and next steps</p> <p>Develop reading learning progressions with staff</p> <p>Student use of reading learning progressions to know where they are at and where they want to go</p>

			Greater use of visuals within class for students to see progress and their next steps
<p><b>Monitoring:</b></p> <p>Ongoing, Mid-Year and End of Year school- wide analysis. Discussions in team meetings identifying the individual, their specific needs and ways to support. (Start of Professional Learning Groups-PLG)</p> <p>Monitoring and tracking target children for ongoing progress and accelerated learning. Share information at team meetings, with lead teachers and principal once a term. The Learning support teacher also works with individual to boost their skill base and raise their confidence and abilities.</p> <p>Reading recovery students are monitored whilst on programme and throughout the year to ensure that their accelerated progress whilst on programme is maintained.</p>			
<p><b>Resourcing:</b></p> <ul style="list-style-type: none"> <li>▪ Reading Recovery teachers teach at risk students from age 6. She currently teaches 4 students a day on the Reading Recovery Programme.</li> <li>▪ New resources for Senior and Junior school as required</li> <li>▪ Assessment data</li> <li>▪ Staff to facilitate programmes such as Quick 60, Rapid Reading Programme, Reading Recovery etc.</li> <li>▪ Visible learning Lead teachers have access to further PD to support reading</li> <li>▪ Chromebook Apps</li> <li>▪ Separate Reading resource rooms</li> <li>▪ Cataloguing of books</li> <li>▪ Labelled and levelled books</li> <li>▪ Greater range of reluctant reader books for older students</li> </ul>			

# MARLBOROUGH PRIMARY SCHOOL SUPPORT FOR STUDENTS WITH SPECIAL LEARNING NEEDS ACTION PLAN 2017

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



Specific Goal	Action required	Performance indicator
<b>Teaching and Learning</b> Provide quality classroom programmes which cater effectively for Children with Special Needs and Gifted & Talented students	Teachers identify these children from student records, discussions with colleagues, checking the Special Needs, and Gifted & Talented registers and communicating with parents and other agencies eg 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 Yr3 – Yr 6	Students individually tested and assessed for eligibility by learning support teacher and class teacher	Evidence of correct placement indicated in student evaluations, assessments and levels achieved
Subject to availability, organise special programmes which support individual student learning and development	Students involved with speech therapy, Occupational and Physiotherapy	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) and referrals are carried out in a timely manner	Teachers increase their knowledge about inclusive education.  Year 5 and 6 students attend meetings about themselves.  Students participate in special programmes with their peers
<b>Professional Development</b> Provide opportunities for teachers to read and discuss relevant research findings and case studies	Ensure Special Needs information and Gifted and Talented register is kept up to date Discussions with relevant professionals Teachers attend 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
<b>Self Review</b>		

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
<b>Resourcing</b>  Individual files are kept on each student by SENCo.  Information provided by services is maintained by SENCo  Teacher Aides are provided to support students learning (subject to availability)  Learning support is available for years 3-6 with teacher in Maths and Literacy	Resources checked for suitability  SENCo organizes teacher aide timetables in conjunction with ESOL.	Resources used in programmes  Student achievement data shows added value to outcomes and timeframes
<b>CWSN group and individual programmes</b>  To provide identified children with learning and skill programmes which meet their needs	Reading Recovery 4 children per week from Yr 1/ 2  2017 T1 – T4  Talk to Learn with a Teacher aide for 2 groups –review needs  T.1 – T 4 Numeracy for identified Yr 4-6 children  Spellbound trail –whole school for Term 1—review needs and programme  Junior Writing groups have additional support	Children reach expected level during the year and can be discontinued  New children enter programme and when desired achievement is reached - discontinued and monitored in class
2014 - 2017 All goals ongoing	2014 - 2017 Review previous year goals	2014 - 2017 Programmes continue to meet student needs

## MARLBOROUGH PRIMARY SCHOOL - ICT ACTION PLAN



**Long Term Goal:** Provide effective access to ICT devices for all children and to have digital classes

Specific Goal	Action required	Performance indicator
<b>Teaching and Learning</b>		
To have a fully functioning digital year 3-6 class in 2017	Chromebook- 105 in total  School digital devices Review of chromebooks effect in term 2	Class programmes reflect that ICT is the main tool of learning Chromebooks to be utilised wherever possible in class
Continuing to trial BYOD (Chromebooks only) from Term 1, 2017	Parent meeting with BOT to share direction  Teachers to visit school with digital classes in them  Chromebook training both internal and external providers    Teachers specifically teaching cyber safety -Keeping Ourselves Safe (KOS) programme on cyber safety and Hectors World	Annual term 3 meeting for current year 2 children  Teachers to implement an integrated e - learning timetable/ programme  Completed policy prior to class starting in February and shared with community  To include damage liability, where they are stored, whose responsibility, devices handed in  Device capabilities explored and suggestions to parents made - netsafe
<b>Professional Development</b>	Investigate Google Drives Specific PD staff meetings once a term  SMARTBOARD professional development ongoing Chromebooks professional development  Completing and updating the 'e-Learning Planning Framework to ascertain where we are as a school staff	For students and staff using googledocs to share child to child, child to teacher, teacher to child, and child to parent  Greater use of Smartboard in class programmes
<b>Resourcing</b>	Classroom computers work efficiently	



	Server updates 2017	
<b>Website</b>	Website to reflect school ethos Easy to use for current and prospective parents	Termly newsletters from teams Current photos uploaded Calendars updated
<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>Equipment and Software Upgrade</b>		
Upgrade to Windows 8+ and Windows 10 New computers in school –office, classes Flatscreen TV to display children work New cameras x 2 Increase number of laptops in library 20 iPads 30-40 Chromebooks New class- SMARTBOARD	105 Chrome books Server upgraded 2017 New electronic equipment in hall/ multi-purpose space	On - going staff PD for Chromebooks/ Hapara and smartboards
<b>NETWORK STRUCTURE</b>		
<ul style="list-style-type: none"> <li>N4L teachers involved and using POND</li> <li>Child network</li> <li>Teacher network</li> <li>Guest network</li> </ul>		
<b>Community Engagement</b>		
<ul style="list-style-type: none"> <li>Emails to parents to notify them of events</li> <li>Homework on line</li> <li>Class blogs for years 3-6</li> <li>Class dojo for reward and messaging to parents</li> <li>BYOD devices Term 4</li> </ul>	<ul style="list-style-type: none"> <li>BYOD class</li> <li>New website</li> <li>Tiqbiz for instant messaging</li> </ul>	
<b>Change Management</b>		
<ul style="list-style-type: none"> <li>Platform for parents to view data</li> </ul>		
<b>Professional Development</b>		
<ul style="list-style-type: none"> <li>Survey of teachers needs</li> <li>Digital technology contract</li> <li>Staff meetings</li> <li>ICT goals</li> <li>E-Portfolio introduction</li> <li>Chromebook training</li> <li>BYOD training</li> <li>SMARTBOARD Training</li> </ul>	<ul style="list-style-type: none"> <li>E-Portfolios for staff</li> <li>Chromebook training</li> <li>Smartboard training</li> <li>Googledocs training</li> <li>E-portfolios for attestation and appraisal for teachers</li> </ul>	

