



Marlborough Primary School

1361

CHARTER

2019

Wykeham Place
Glenfield
AUCKLAND

Phone: 09 481 0365

Email: 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

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, as well as focus on 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 classrooms 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



Cultural Responsiveness

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

CHARTER 2019

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 2019

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 Year 1 (COL Goal)

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 80% to be AT or ABOVE the expected standard.

At Marlborough Primary School we recognise Cultural Diversity by:

The Unique Position of the Maori Culture

- Staff members actively develop an awareness of Tikanga Maori (Maori Culture and protocol) and Te Reo Maori (Maori Language) in class programmes.

Providing Instruction in Te Reo Maori

- Daily programmes will incorporate: commands, language related to everyday objects, days, months, number.
- Teacher and student participation in Whaea 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 Maori for full time students will be given careful consideration by the Board of Trustees in regard to personnel availability, financial position and inclusion within the school programme.

Providing Instruction in tikanga Maori

- 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 Maori as well as English.
- Waiata and Karakea are part of every assembly.

Community Consultation

Our community is consulted in a variety of ways:

- With our Maori, 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, weekly newsletters, New Entrant evening, 3- way conferencing

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 childrens well-being

Student Offered Opportunities

Our School offers:

- Triathlon, duathlon
- Onepoto –Cultural Festival
- Community Service performing in the local community 60's Up club
- Cluster sports
- swimming
- Individual sports/teams
- APPA speeches
- APPA choir
- Orchestra
- Performing Arts- annual production
- Students as Leaders

School Organisation

- 15 full- time teachers
- 5 part -time teachers –Including a Learning Support Teacher
- 7 part- time Teacher Aides supporting learning and behaviour
- We have 2 teams- Senior and Junior each run by our two Deputy Principal's
- Junior team (Years 0-2) start with 7 classes
- Senior team (Years 3-6) start with 8 classes

Staff Consultation

Staff are consulted through a variety of mediums:

- Resilience Institute Well-Being resources and on-line webinars'
- PB4L.(Positive Behaviour for Learning.)

Kaipatiki Community of Learning

Our Purpose

As a Community Of Learning(COL) our aim is to work collaboratively, strengthening pathways for our students throughout their educational journey. This will involve developing a more 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.

Our Vision

Our vision is to create a community of inquiry that promotes student achievement and lifelong learning. We will strengthen links between early childhood, primary, intermediate, secondary and tertiary sectors within our community to ensure that student needs are met. Students will be supported and challenged in their learning environment to set and achieve personal learning goals. We will work in partnership with students, parents and whanau to raise student achievement and provide a clear local education pathway for all.

We aim to:

- Raise student achievement in Writing and Maths
- Raise achievement in Reading for Year 1 students
- Raise achievement in NCEA at levels 1,2,3 and UE
- Raise achievement for all learners by strengthening all learning focused relationships.

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.

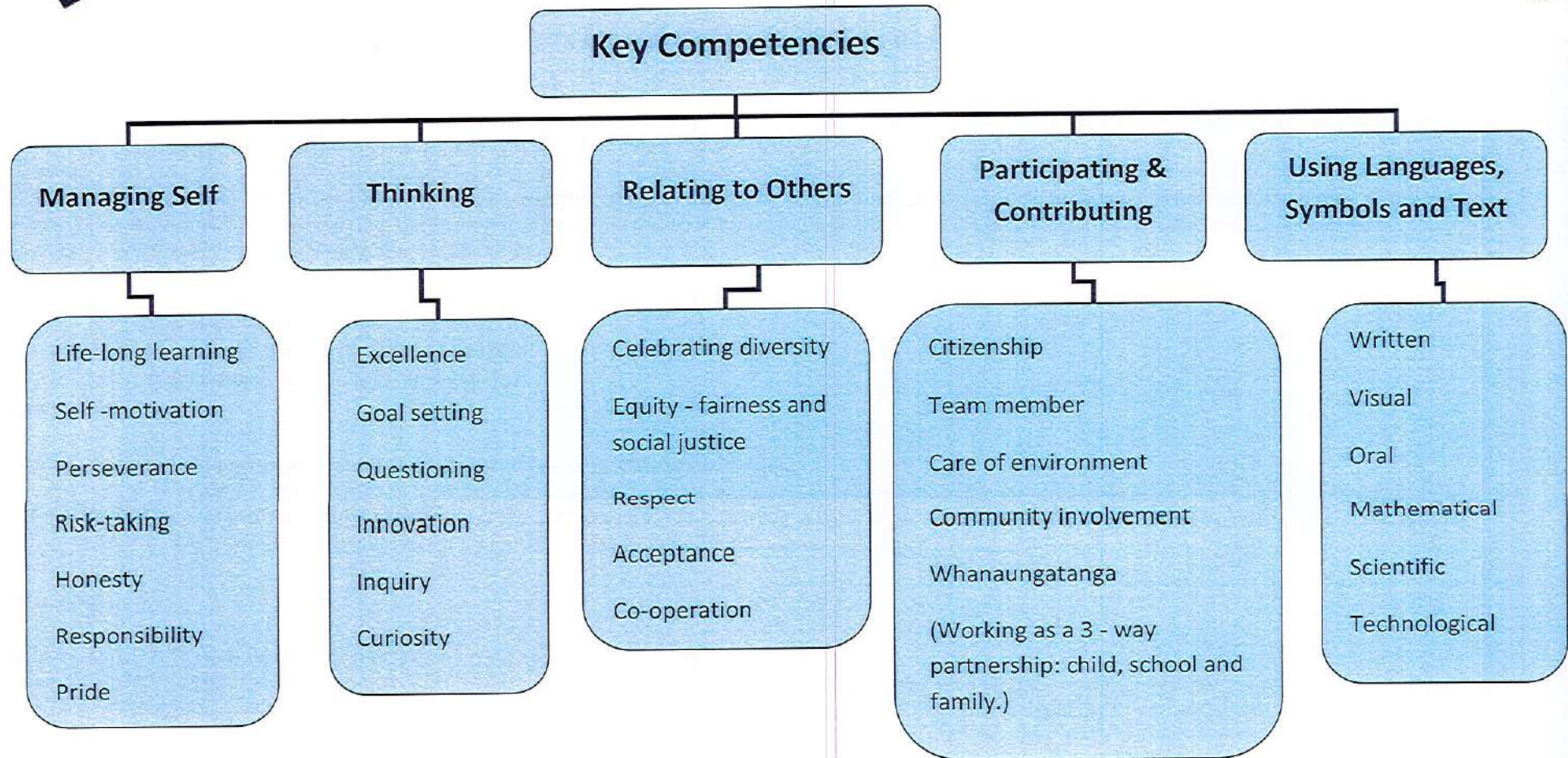
Teacher Agency-(Collaborative Inquiry) -building teacher skills and confidence in engaging with students and whanau by identifying best practice models across the network.

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.

The Marlborough Difference



Marlborough Primary School Strategic Goals-2018-2023

2018	Strategic Goals	Core Strategies for Achieving Goals	Target
Student Achievement	To increase student engagement and build essential skills to raise student achievement.	Engagement in Community of Learning Further development of Visible Learning - 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 80% of Year 1 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 Teacher Inquiry Goal linked to Visible learning goal on 'Feedback' and use of Spiral Inquiry model Continue to build leadership capability within the staff.	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, safe and supportive of student learning.	Behaviour Understanding Behaviour Responding Safely Safe Restraint Training Revision of Cool Schools and Peer mediator roles Buddy classes and events	For staff to have the skills and knowledge of how to handle 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	For students to know that we value their cultures, out of school activities and interests. The student profile and survey will reflect that teachers know and are interested in what they do at weekends.

	Targets	2019	2020-21
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 Access to the Resilience Institute resources	Focus on working 'SMARTER" not Harder Collaboration expectation for planning and student behaviour
Learning Environment	To develop learning environments that are enhanced by technology, safe and supportive of student learning.	Investigate Modern Learning Environments Trial what it would/could look like, sound like and planning for the area Deliberate Acts of Teaching (DAT's) across year groups and classes to support children	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 Update student/ school profiles Taking part in Glenfield College Talent Show Being part of the Kaipatiki COL and establishing across - school connections	Involve wider community - inside /outside our school - Marrizpan Drama, music teachers Bring different communities in - kindergartens, pre-schools, Montessori classes, Intermediate, College - share experiences Share our uniqueness with Yearbook formation

Baseline data

Students' Learning

Expected Standards data comparisons 2015-2018

Reading

Reading is one of our curriculum strengths. Our target for 2018 was to maintain 90% of students to be Reading at or above Expected Standard. In 2019, our target will remain at having 88+% 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%
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%
2017 Maori	9/22	40.9%	10	45.5%	19/22 = 86.4%
2018 Maori	11/20	55%	7/20	35%	18/20=90%
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%
2017 Pasifika	10/17	58.8%	4/17	23.5%	14/17 = 82.3%
2018 Pasifika	8/15	53.4%	6/15	40%	14/15=93.4%
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%
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%
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%

Writing

Our target for 2018 was 90% 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 2019 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%
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%
2017	Maori	17/22	77.3%	3/22	13.6%	20/22 = 90.9%
2018	Maori	17/21	80.9%	3/21	14.2%	20/21=95.2%
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%
2017	Pasifika	12/17	70.6%	2/17	11.8%	14/17 =82.4%
2018	Pasifika	7/11	63.6%	1/11	9.1%	8/11= 72.7%
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%

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%

Mathematics

In 2018, the target remained at 90% of all students working at or above the expected standard. In 2019, the target is to continue to increase Basic Fact and Number Knowledge to sustain 90+% of students working 'At' or 'Above' their expected year level standard.

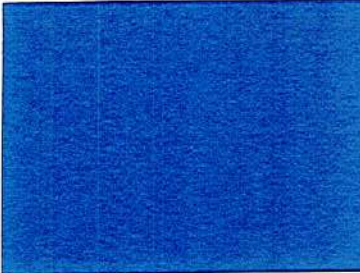
Mathematics		At	Proportion	Above	Proportion	Total
2015	All	157/266	59%	73/266	27.4%	230/266 = 86.4%
2016	All	169/274	61.7%	79/274	28.8%	248/274 = 90.5%
2017	All	173/284	60.9%	78/284	27.5%	251/284 = 88.4%
2018	All	156/307	50.8%	127/307	41.4%	283/307 = 92.1%
2015	Maori	15/22	68.2%	4/22	18.2%	19/22 = 86.4%
2016	Maori	14/24	58.3%	8/24	33.3%	22/24 = 91.6%
2017	Maori	12/22	54.5%	7/22	31.8%	19/22 = 86.3%
2018	Maori	10/21	47.6%	10/21	47.6%	20/21 = 95.2%
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%
2017	Pasifika	7/17	41.2%	6/17	35.3%	13/17 = 76.5%
2018	Pasifika	8/14	57.1%	4/14	28.6%	12/14 = 85.7%
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%
	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%

Analysis of Variance Reporting



School Name:	Marlborough Primary School	School Number:	1361
Strategic Aim:	Improve the learning outcomes for all students in Reading , particularly Maori, Pacifica and students with special learning needs		
Annual Aim:	By the end of 2019 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:	<p>Sub focus group- we aim to have 80% of our Year 1 students reading 'At' or 'Above' the Expected Standard after 40 weeks of schooling.</p> <p>To move a proportion of students from 'At' to 'Above' the expected standard for their age.</p>		
Baseline Data:	<p>Using school wide Reading data from November 2017 to inform teachers and identifying students working 'Below' or 'Well below' and 'At' standard.</p> <p>Currently 163 students, 51.5% working 'At' the expected standard and 117 students, 37% working 'Above' the expected standard.</p> <p>36 students, (11.4%) are reading at 'Below' or "Well Below" the required Expected Standard. Of those three are identified as Maori, one is identified as Pacifica, 11 are identified as Asian, 21 are identified as NZ/European/Pakeha/Other European. Of the 36 students, 20 are male and 16 are female.</p>		



13 students entered the Reading Recovery programme in 2018 and five successfully completed the programme coming off at above expected standard. Of these three students have been referred on to the R.Lit service and two students require ongoing school support due to home circumstances. One student left the school with an incomplete programme and two students have carried over into 2019 Reading Recovery programme.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reviewed the previous end of year assessment data with the students' new teacher and the year level teams.</p> <p>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.</p> <p>Reviewed strategies on how to extend the students to move into the 'Above' level at all levels.</p> <p>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 own children at our Celebration of Learning afternoon and also at our 3 way conference evening.</p> <p>Reading Recovery students progress was monitored daily by the Reading Recovery teacher and this information was shared with the class teacher and the class teacher then monitored the</p>	<p>We did not reach our schoolwide goal of 90% achieving 'At' of 'Above' their expected Standard</p> <p>At the end of November 2018 we had 51.5% reading 'At' expected Standard and 37% reading 'Above' expected Standard</p> <p>We had 37% reading 'Above' expected standard which is a decrease of 0.7%</p> <p>The majority of the 'Well Below' and 'Below' students are at Year 1 of these three identify as being Asian and fourteen identify as being New Zealand /Pakeha/Other European</p> <p>Of the 6 students identified as working at 'Well Below' expectation- 3 remain at this level and are identified as CWSN, 2 students have moved to working 'At' standard and one child has left.</p> <p>The 21 students identified as working 'Below' standard, one has remained working at 'Below' standard and is an ESOL student who has also had access to the Reading Recovery Programme during the year. The other 20</p>	<p>Overall we achieved 88.6% of the students working 'At' or 'Above' the expected Standard for their age and time at school, which is an increase of 5.2%.</p> <p>The increase from 2017 can also be attributed to the fact we had a schoolwide focus on oral language – where students were specifically taught the skills of how listen and apply what they have heard into their learning interpretation and expectation.</p> <p>We also identified a greater number of students who started school with no spoken or written English.</p> <p>Of those students who are identified as being in the 'Below' or 'Well Below' standard twenty-four receive ESOL support in class.</p> <p>Additionally twelve did not start their schooling at Marlborough Primary School as a 5 year old.</p>	<p>Individual students being identified and tracked from day 1 of Term 1, ensures that they start as a teacher / class focus.</p> <p>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</p> <p>Data must be unpicked and analysed to show next steps and shared with the students- to establish next learning steps and focus -not just kept to teacher</p> <p>With an emphasis on Oral language in all classes helps support the students articulating their current learning, their next steps as well as explaining to their parents why they are learning something.</p> <p>All students will be able to explain their own learning and next steps with the support of visual aids.</p> <p>Continued tracking and unpicking of new entrant data and 6 year net data, especially the Concepts</p>

programme for these students within her 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 received additional support from external agencies and were monitored within these support programmes.

students have moved in to the 'At or Above' expected standard. The teachers attended a Professional development day to start the year on Visible Learning, which incorporated opportunities for teaching and enforcing specific skills related to learning and engagement. How to give specific feedback and a focus on know your child.

The teachers also shared ideas, resources to make learning more visible within the class

about Print test ensures that teachers are teaching to the gaps

Teachers to explore more ways in which the 'At' students can be moved into the 'Above' expected standard

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

Planning for next year:

Analysis of 6 week testing data including the oral language assessment to provide support for parents to provide early at home learning and a interview with parent and caregivers

Greater analysis of 6 year net data to identify students as early as possible as a risk of not achieving.

Continuing 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.

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 or used within class for wall displays (younger students) and within portfolios for older students, being used as an interaction/discussion tool for parents and students to share their learning successes

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 go through Running Records – recording and analysis and to go through PROBE testing with the teachers of older students e.g. 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

Analysis of Variance Reporting



School Name:	Marlborough Primary	School Number:	1361
Strategic Aim:	<p>Improve the learning outcomes for all students in Maths, particularly Maori, Pacifica and students with special learning needs.</p> <p>To increase the Basic Fact and place Value knowledge of all students throughout the school.</p>		
Annual Aim:	<p>By the end of 2019, 90+% of all students will be working 'At' or 'Above' the expected Standard for their age or time at school.</p> <p>A specific COL focus is to have 90% (20 Maori students) and 85% (16 Pasifika students) working 'At' standard</p>		
Target:	<p>90+% of all students to be working 'At' or 'Above' Expected Standard in Mathematics by November 2019.</p> <p>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</p>		
Baseline Data:	<p>Using schoolwide data</p> <p>The identified students will be closely monitored during Term 1 within the class programme and will work in Term 2 and Term 3 if required with a teacher aide to support their acquisition of basic facts – with the focus on automaticity and accuracy, thus building confidence within their ability to work with numbers and within authentic situations.</p> <p>The other students will continue to work with the class and teacher towards maintaining 'At' and moving towards attaining 'Above' standard throughout the year.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reviewed the assessment data collected in November 2018 with teachers and determine the specific learning that needed to occur for target students</p> <p>At the end of the year, 19 students were working 'Below' or 'Well below'</p> <p>The teachers ascertained that the 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 – and they were still working with materials.</p> <p>Also they did not know how to manipulate numbers or see the patterns in 'numberbonds' and 'number families' to solve problems</p>	<p>We surpassed the set target of 85% of students working 'At' or 'Above' the expected Standard and achieved 94.4%.</p> <p>At the end of the year nineteen students were working at 'Below' or "Well below" expected standard for their age</p> <p>8/19 of the students working at 'Below' or 'Well Below' standard did not start their school as a 5 year old at Marlborough Primary School</p> <p>3 students were identified as requiring additional support.</p> <p>8 student receive additional learning support for ESOL</p> <p>Of the 5 students identified as working 'Well Below' expectation, 3 have moved to working 'At or Above' expectation, 1 remains at 'Well Below' and the other student has left the school.</p> <p>Of the 14 students working at "Below" expected standard, 12 have moved to working 'At or Above' expectation. One moved from 'Below' to "Well Below" and is</p>	<p>We achieved 94.4% of students working 'At' or 'Above' the expected Standard for their age and time at school.</p> <p>Of the students working at 'well Below' expectation, three were classified as CWSN</p> <p>Students identified as CWSN were receiving support through RTLB programmes, support classes or MOE education service.</p>	<p>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</p> <p>Use of staff meetings to share good practice, ideas and resources and to keep up with current pedagogy</p> <p>Continued moderation of student responses to 'JAM' testing.</p> <p>Teachers seeking clarity to ascertain OTJ decisions.</p> <p>Teachers asking for support in testing results if unsure</p> <p>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.</p> <p>End of year data is analysed to ensure that the target students are identified early to support them from early Term 1</p>

identified as CWSN and one has left the school.
In the PAT tests administered for year 3-6 students we achieved 4 Distinctions, 3 Merits and 14 Credits

Continued use of Mathletics as home/school learning tool as well as other electronic programmes

Planning for next year:

PD through Visible Learning contract
PD for mentoring and coaching others in key learning areas
Sharing and collaborating at team and across school meetings
Early meeting with parents for involvement in Mathletics programme
Basic facts developmental part of expected homework challenge
Ongoing collection of data which is analysed- basic facts, GLoSS, IKAN and also 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:	<p>To improve the learning outcomes for all students in Writing, particularly Maori, Pasifika and students with special needs.</p> <p>To increase the students' knowledge about writing across the school.</p>
Annual Aim:	<p>To have at least 90% of all students 'At' or 'Above' the expected Standard by the end of the year and increase the number of students in the 'Above' category.</p> <p>To have 93% of our Maori students (20 students) and 89% of our Pasifika students (16 students) working 'At' expected standard</p> <p>A focus is also on Boys achievement and the COL goal is to have 80% (108 students) writing 'At' expected standard</p>
Target:	<p>As a school our goal was for 90% 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)</p> <p>Teachers will target those students who are, at risk of being at 'Below' or 'Well Below' expected standard by the end of the year.</p> <p>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.</p>
Baseline Data:	<p>Looking at the school wide Overall Teacher Judgements (OTJ) from November 2018 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 2018 and teachers are aware if they are in their class.</p> <p>Professional learning groups occur in year group teams to discuss ways to support the target students and to share successes.</p> <p>Student's needs are identified and differentiated for within the class programme.</p> <p>The target group is approximately 6.1% of the school.</p> <p>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.</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>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</p> <p>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</p> <p>The identified target student groups – Year 5 and 6, Year 3 and 4 and a year 5 and 6 ESOL group had additional support from the Learning Support Teacher who ran the Te Where Rama writing programme as introduced through RTLB in 2017.</p>	<p>We did not meet our expectations as we achieved 84.5% of students working 'At' or 'Above' expected Standard for their age and time at school.</p> <p>Thirty-two students were identified in November 2018 as working at 'Below' the expected standard.</p> <p>Sixteen students were identified as working at 'Well Below' the expected standard</p> <p>Of the sixteen student working at 'Well Below' expected standard, five students identified as having special needs and were receiving additional support from external agencies. Eleven identified as having or had ESOL support,</p> <p>Of the thirty-two students, working at 'Below' the expected standard 18 had or were receiving ESOL support in class.</p> <p>Three were identified as having specific learning needs and have additional support.</p> <p>The Learning Support teacher provided additional writing support for a group of 16 year 3 /4 students in Term 1 and Term 2. This was then revised for a group of 34 students in year 3 /4 in Term 3 and 4.</p>	<p>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, not focused on spelling correctly or punctuating, but on becoming a risk taker. Write to communicate.</p> <p>The years 3 to 6 students had support from the learning support teacher who had previously attended the RTLB writing programme called Te Where 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.</p> <p>By the end of the 2018 we had 3 students working at 'Well Below' expected standard and of those 2 received CWSN support.</p> <p>The support teacher of Learning in Term 1 and Term 2 had 16 year 3/4 students working in a group to increase their writing abilities- focus on getting ideas down and expanding their vocabulary. Of the initial 16 students by the end of the year only 6 remained at the Below expected standard.</p>	<p>Greater use of RTLB and RT LIT referrals for those students at risk of not achieving standard.</p> <p>Meetings with RTLB and RTLIT to discuss strategies to support students and teachers</p> <p>Staff meetings on accelerating students at risk with support of Rt.LIT and RTLB service</p> <p>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</p> <p>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</p> <p>Celebration of Learning meetings and 3 way conferences to have a greater focus on students verbalising their own learning and what their next steps are. (reinforcing locus of control) for students</p> <p>Year 1 teachers' greater analysis of 6-week data and 6-year net data to</p>

	<p>A support group for two Year 5 and year 6 ESOL students ran in Term 1 and 2.</p> <p>The COL goal of achieving 80% (108 students) of boys writing 'At' or 'Above' expected standard was achieved as we achieved 79.6% (125 students)</p> <p>The COL goal of expecting 93% (21 students) of Maori students writing 'At' of 'Above' standard was achieved, we achieved 95.2% (20 students)</p> <p>The COL goal of expecting 89% (11 students) of Pacifica students writing 'At' of 'Above' expectation was not achieved as we achieved 72.7%.(8 students)</p> <p>In the PAT data results from the Year 3-6 students, we had 5 children who achieved Distinction in Spelling, 3 Merits, 7 Credits and we also had 2 Distinctions, 5 Credits and 2 Merits in English</p> <p>Of the 3 identified at start of year as working at 'Well Below' expectation – 2 were identified as CWSN and have MOE in-class support, and one child has moved to working 'At' expected standard.</p> <p>Of the 18 identified as working 'Below' expectation at the start of the year 13 have moved to working 'At/Above' expected standard, 2 remain working 'Below' expectation and they receive ESOL support. Two students moved from 'Below' to 'well Below' expected</p>	<p>In Terms 3 and Term 4 the support teacher of Literacy had three groups of Year 3 and Year students (34 students) working with focussing on writing skills, writing faster, planning stories before writing etc- developing graphic writing organiser plans. This support enabled this students to make gains and at the end of the year. Of the identified 36 students working below expectation mid-year, by the end of the year 20 students remained a concern. Of those 20 students, 13 students were identified as having ESOL support.</p>	<p>identify areas to focus on with Deliberate Acts of Teaching (DAT's), to share at team meetings and PLG's.</p> <p>Greater use of fine motor skill development to enhance pencil grip and letter formation and to increase the amount of ideas written down</p> <p>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.</p> <p>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</p> <p>Year 3-6 students from 2017 have access to chromebooks, to ensure that those who like to write on Chromebooks have many opportunities to do so.</p> <p>Year 3 -6 emphasis on grammar revision- full stops and capital letters- back to basics, letter formation Modelling and shared writing experiences.</p> <p>Sharing their writing orally with others at all levels.</p> <p>Use of graphic organisers at years 3-6 Year 5-6 -daily writing in diaries, focus on letter formation and verbalising their learning</p>
--	---	--	--

standard- one identified as CWSN and receives ICS

All PLG's to identify good practice of what they did 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
- To use the Visible Learning professional development in conjunction with previous AfL professional development to strengthen teacher practice
- To use the Visible Learning professional development to strengthen the student's locus of control 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 twice per term at team meetings and also 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 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

Improvement Plan - Domain: Learning - Writing

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

We aim to have 83 % of all boys writing AT or ABOVE expected standard for their age.

Annual Target

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
 90% of Year 3 students writing AT or ABOVE expected standard
 80% of Year 4 students writing AT or ABOVE expected standard
 80% of Year 5 students writing AT or ABOVE expected standard
 86% of Year 6 students writing AT or ABOVE expected standard

2018 end of year Writing data shows:

	Below & Well Below	At	Above
Year 1		100%	
Year 2	8.5%	91.5%	
Year 3	26%	57%	17%
Year 4	24%	76%	
Year 5	15%	57.5%	27.5%

Key Improvement Strategies

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

To implement 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

At Celebration of Learning and Three Way Conferences – students sharing that they know where they are with their Writing, 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 Year 1, 2 & ESOL students 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-give 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
Term 1 and 3	Team moderation of a piece of writing	All Teachers	Marlborough Marking Criteria
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.

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

Resourcing

Time at Team meetings, CRT time.

Staff meetings to explore areas in depth and identify are these school wide issue- Writing team could identify and unpack from team minutes. Writing Team to run staff Professional Development/Staff Meetings to address any ongoing concerns.

Whole school writing Professional development-External School Facilitator

Writing groups- boys

Survey staff and students-What I like about writing, What I find difficult etc

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

Publishing Books for each class.

Talk it oral language by del Costello

Key links kits Jill Eggleton

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 words List TBC

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

2019 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

We aim to have 80% of Year 1 students working AT or ABOVE expected standard for their age.

Annual Target

2019 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
- 88% of Year 4 students working AT or ABOVE expected standard
- 90+% of Year 5 students working AT or ABOVE expected standard
- 93% of Year 6 students working AT or ABOVE expected standard

2018 end of year Mathematics data showed:

	Below & Well Below	At	Above	Total At & Above 2018
Year 1	9%	69%	22%	91%
Year 2	9%	48%	43%	91%
Year 3	11.8%	53%	35%	88%
Year 4	7%	46%	47%	93%
Year 5	7.3%	78%	14.6%	92.6%

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.

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. Possibility of using eAsstle to perform smaller, more informal assessments throughout the year, if it is applicable.

Whole School:

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

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.

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices</i>	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders' and teachers' behaviours and in student outcomes).</i>
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 Late Level 4-8 GLOSS	Assessment repeated each term to determine areas of focus and to show progress.

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, 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.

Staff Professional Development with Marie Hirst (Special Addition Director) , focussing on integrating Problem Solving successfully into regular classroom practice.

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

2019 -Improvement Plan - Domain: Learning-Reading

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

We aim to have 80% of Year 1 students reading AT or ABOVE expected standard for their age.

2019 Annual Target expectations by year levels.

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
- 95% of Year 4 students reading AT or ABOVE expected standard
- 89% of Year 5 students reading AT or ABOVE expected standard
- 99% of Year 6 students reading AT or ABOVE expected standard

Baseline data

2018 end of year Reading data shows:

	Below & Well Below	At	Above
Year 1	28.8%	61%	10.2%
Year 2	8.6%	56.9%	34.5%
Year 3	7%	46.5%	46.5%
Year 4	12%	55.2%	32.8%
Year 5	2.4%	61%	36.6%
Year 6	4.5%	25%	70.5%

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 Team level (Term 2)- sharing what we do in class, what their child needs to learn and be able to do independently and how they can help and support their child at home.

Reading strategies taught and assessed using PM Benchmark Running Record- minimum of four times per year. Ongoing Running Records using 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.
Opportunities for struggling Oral language learners to attend Talk to Learn programme in small groups where at all possible.

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 visual reading progressions - 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. Each year group team will have at least two data analysis sessions per term on Reading to identify progress and to discuss next steps for those who are not making progress or accelerated progress.

Year 1 /2 children have access to Reading Recovery- 4 places available.

When	What (examples)	Who	Indicators of Progress
Term 1	PAT testing Caps Oral language-part of SEA Testing (at 6 weeks)	Seniors year 3-6	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).	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. 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 After 20 weeks-Oral language rechecked.	Junior School Reading Recovery	Tracking of progress identifies student needs-including comprehension of text. GAP analysis 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 list.

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 prompts level 0-12

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



MARLBOROUGH PRIMARY SCHOOL SUPPORT FOR STUDENTS WITH SPECIAL LEARNING NEEDS ACTION PLAN 2018

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 Yr3 – Yr6	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 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 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)	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
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 Target students' progress documented in team minutes	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

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 for years 3-6 with teacher in Maths and Literacy Reading Recovery, Talk to Learn- 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 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
2019 All goals ongoing COL Goals are on Oracy and Year 1 Reading Boys writing see attached plans	2019 Review previous year goals Review programme termly PLG in teams on goals Reflection/review from COL leadership (In school leaders)	2019 Programmes continue to meet student needs Student achievement and acceleration of learning and targets are monitored and maintained.



2019 MARLBOROUGH PRIMARY SCHOOL - ICT ACTION PLAN

Long Term Goal: Provide effective access to ICT devices for all children

Specific Goal	Action required	Performance indicator
Teaching and Learning		
To continue having fully functioning digital year 3-6 classes	Chromebook- 135 in total School digital devices Review of Chromebook effectiveness on learning and capabilities	Class programmes reflect that ICT is the support tool of learning Chromebooks to be utilised wherever possible in class
Continuing to implement BYOD (Chromebooks only)	Chromebook training with internal and external providers ongoing Teachers specifically teaching cyber safety - Hectors World/MPS e learning shared doc Netsafe Links MPS Website	Term 4 communication letters on BYOD to Year 2 students Teachers to implement an integrated e - learning timetable/ programme To include damage liability, where they are stored, whose responsibility, devices handed in Device capabilities explored and suggestions to parents made – netsafe (website)
Professional Development New Digital Learning Curriculum	Specific PD staff meetings once a term Internal SMARTBOARD professional development ongoing Chromebooks professional development Completing and updating the 'e-Learning Planning Framework to ascertain where we are as a school staff Collaborative learning-Implementation of new Digital Technology Curriculum	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 Sharing e-learning ideas 1. Understanding progress outcomes of DT curriculum 2. Begin to use Digital Curriculum
Resourcing	Classroom computers work efficiently	
Website	Website to reflect school ethos Easy to use for current and prospective parents	Termly newsletters from teams Current photos uploaded

	Tab for network safety		Calendars updated
2019			
EQUIPMENT AND SOFTWARE UPGRADE			
New classroom- SMARTBOARD and projector			March 2019
NETWORK STRUCTURE			
<ul style="list-style-type: none"> • Child network • Teacher network • Guest network 			
COMMUNITY ENGAGEMENT			
<ul style="list-style-type: none"> • Emails to parents to notify them of events • Homework on line • Journal of Learning- Seesaw • Class dojo for reward and messaging to parents • BYOD devices Term 4-parent meeting with current Year 2 students • Flexibuzz for instant messaging for parents 			

