



Marlborough Primary School

1361

CHARTER

2021

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"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.

Pedagogy

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

Learning Environment

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

Community Connections

To enhance the relationships between school, home and the community.

Property & Finance

To operate within annual grants
To modernise rooms 7 & 8 as per 10-year plan
To continually beautify environment.

Governance

Effective governance by the Board with a focus on self-review ensuring improvement in student progress achievement.

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 2021

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 2021

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 85+% of all students AT or ABOVE the expected standard in Maths.

Reading

At MPS we aim to have 85+% of all students AT or ABOVE the expected standard in Reading. This target is specifically linked to the Year 1 students where we expect 84% to be AT or ABOVE the expected standard.

School Organisation

- 19 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 lead by our Deputy Principal's
- Junior team (Years 0-2) start with 9 classes. The Year two team are led by a Team leader who works with the DP in charge of the Junior Team.
- Senior team (Years 3-6) start with 10 classes. The Year 3/4 team are led by a Team leader who works with the DP in charge of the Senior team.

Community Consultation

Our community is consulted in a variety of ways:

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

Staff Consultation

Staff are consulted through a variety of mediums:

- PB4L (Positive Behaviour for Learning.)
- COL in-school leaders
- NZCER Survey

Health & Safety

We support Health and Safety through:

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

Student Offered Opportunities

Our School offers:

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

Wellbeing

To promote wellbeing, relationships and school values for all to grow together for success.

- Provide a positive school culture that is focussed on desired outcomes for student Well-Being.
- Develop and implement whole school wellbeing through PB4L.
- Utilise the PB4L strategies and resources within the classroom to increase whole school Well-Being.
- Explicitly teach the school values, student profile aspects and integrate them into all learning and expectations.
- Investigate 'PAUSE, SMILE, BREATHE' as a well being programme to support well being
- Teachers to continue to build a positive rapport with all students.
- Teach and develop use of Mindfulness and Gratitude strategies in whole school.

Inclusivity

Ehara taku I to toa takitahi
Engari taku I te toa takitahi
My strength is not as an individual
But in the combined strength of the team

We are for difference
For respecting difference
For valuing difference
Until difference no longer makes
a difference

At Marlborough Primary School we recognise and cater for Diversity by being an Inclusive School :

Maori Dimensions and Cultural Diversity

The Unique Position of the Māori Culture

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

Providing Instruction in Te Reo Māori

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

Providing Instruction in tikanga Māori

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

Other Cultures

Marlborough Primary School has a growing base of cultural diversity. Diversity links to our LEARN values and specifically 'R'-Respecting peoples' Rights, Roles and responsibilities and N – Nurturing People and the environment.

Achievement data is collated and analysed for patterns and trends within the different cultural groups. The requirements of the National Administration guidelines to report achievement of Māori and Pacifica are specifically met.

Higher Achieving Students

We believe that students deserve the right to have their knowledge skills and attitudes recognised and extended to maximise their potential. Children within some learning areas will be grouped flexibly within a team. They are also provided with opportunities to participate in external and additional activities. We:

- Differentiate our learning and teaching programme
- Use inquiry learning to extend their individual abilities
- Use personal goal setting and reflection
- Offer external activities in addition to the main learning programme

Lower Achieving Students

We believe that all students have the right to become the best they can be, in a safe and caring environment

- We maximise students' strengths and potential
- We personalise and individualise learning
- We organise and prepare the school for the students arrival, including appropriate resources and equipment

Marlborough Primary School has a Special Needs Co-ordinator (SENCo) who is responsible for catering for individuals with specific needs be it learning or other identified needs. We strive to keep up to date with current learning trends for supporting our children who are at risk of not achieving their full potential.

Kaipātiki Kāhui Ako - Community of Learning

Our Purpose

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

Whakataukī

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

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

Our Vision

Moving Forward together Te aku whakamua tahi

Our vision is to create a community of inquiry that promotes student progress, wellbeing and lifelong learning.

We will work in partnership with students, parents and whānau to accelerate student progress and provide a highly effective educational pathway for all.

Our Progress Aspirations

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

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

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

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

Teacher Agency - (Collaborative Inquiry) -building teacher skills and confidence in engaging with students and whānau 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 whānau to participate in and lead learning discussions.

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

Marlborough Primary School Strategic Goals-2019-2024

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

	Targets	2021	2022-24
Student Achievement	To increase student engagement and build essential skills to raise student achievement.	<p>To focus on writing in all areas of the school To move to 85+% students achieving At or Above expected standard</p> <p>To focus on a school wide spelling programme to enhance the basic skills knowledge</p> <p>To focus on Reading Comprehension and the deeper features. To move to 85% of students achieving 'At or above' expected standard To focus on Inquiry incorporating the Arts</p>	<p>To continue to monitor and re - focus on Writing to ensure skills are embedded</p> <p>To monitor the outcomes of the schoolwide programme for improved spelling knowledge</p> <p>To monitor the comprehension skill levels and to provide greater range of materials to support comprehension</p>
Pedagogy	<p>To create a working environment that facilitates a climate of professional development and new learning.</p> <p>Ensure that professional development promotes high quality teaching and learning</p> <p>Build and value relationships across school and within teams</p>	<p>Introduction of Team Leaders in Year 2 and 3 /4 to support growing numbers</p> <p>To focus on 'Well-being' at school - what it looks and feels like for students and staff Pause, Breathe, Smile PD Collaboration for planning and student behaviour Consistent schoolwide use of PB4L</p> <p>Focus on student agency, student voice and student to teacher feedback Student coaching model</p> <p>Creating a Hauora workplan</p> <p>Continue with Maths PD with Marie Hirst</p>	<p>Focus on working 'SMARTER" not Harder Collaboration expectation for planning and student behaviour Focus on PB4L strategies for whole school</p>
Learning Environment	To develop learning environments that are enhanced by technology, safe and supportive of student learning.	<p>Use of Digital Technology and application in all rooms To equip with STEAM resources and make use of the Making room PB4L Use of restorative practice when supporting students through conflict situations</p>	<p>To enhance resources of making room To timetable and plan for use of room in teachers year planning To monitor use and focus of room</p>

Connections and Community	<p>To enhance the relationships between school, home and the community.</p>	<p>Celebrate successes with parents regularly Share students goals with parents Building regular positive rapport with the students and their families</p> <p>3 Way conferences and Celebration of learning Formal reporting twice a year Open door policy Digital APs- Kiwischools, Class dojo and Seesaw</p> <p>Investigate Cultural Responsiveness within our school.</p> <p>Work with parents to identify important events and occasions within their community - Culture Star.</p> <p>Investigate symbols around school to represent our growing number of cultures.</p> <p>Taking part in the annual Glenfield College Talent Show and Kaipatiki Matariki Festival Being part of the Kaipatiki COL and establishing across-school connections Consultations with our Maori, Pasifica and Asian families Celebration of Learning and 3 - way conferences APPA choir and speech competition Year 5/6 Camp and year level EOTC experiences Kapa Haka - junior and senior groups Planned Maths and Reading evenings BP Technology Challenge</p>	<p>Continue with staff working with different students of one culture across year levels to celebrate and share their uniqueness</p> <p>Share our uniqueness with Yearbook formation</p>
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The Marlborough Difference

Key Competencies

Managing Self

Life-long learning
Self-motivation
Perseverance
Risk-taking
Honesty
Responsibility
Pride

Thinking

Excellence
Goal setting
Questioning
Innovation
Inquiry
Curiosity

Relating to Others

Celebrating diversity
Equity - fairness and social justice
Respect
Acceptance
Co-operation

Participating & Contributing

Citizenship
Team member
Care of environment
Community involvement
Whanaungatanga
(Working as a 3-way partnership: child, school and family.)

Using Languages, Symbols and Text

Written
Visual
Oral
Mathematical
Scientific
Technological

Baseline data

Students' Learning

Expected Standards data comparisons 2015-2021

Reading

Reading is one of our curriculum strengths. Our target for 2020 was to maintain 90% of students to be Reading at or above Expected Standard. In 2021, our target will remain at having 85+% of students reading at or above their expected year level standard.

Reading	At	Proportion	Above	Proportion	Total
2015 All	115/266	43.2%	120/266	45.1%	235/266 =88.3%
2016 All	131/274	47.8%	98/274	35.8%	229/274 = 83.6%
2017 All	131/284	46.1%	107/284	37.7%	238/284 = 83.8%
2018 All	163/316	51.5%	117/316	37%	254/316=88.6%
2019 All	201/418	48%	120/418	29%	321/418 = 87%
2020 All	221/440	50.23%	129/440	29.3%	350/440= 79.6%
2015 Māori	10/22	45.5%	10/22	45.5%	20/22 = 91%
2016 Māori	9/24	37.5 %	13/24	54.2%	22/24 =91.7%
2017 Māori	9/22	40.9%	10	45.5%	19/22 = 86.4%
2018 Māori	11/20	55%	7/20	35%	18/20=90%
2019 Māori	11/20	55%	5/20	25%	16/20= 80%
2020 Māori	9/26	34.6%	12/26	46%	21/26 =80.1%
2015 Pasifica	13/18	72.2%	3/18	16.7%	16/18 =88.9%
2016 Pasifica	9/18	50%	5/18	27.8%	14/18=77.8%
2017 Pasifica	10/17	58.8%	4/17	23.5%	14/17 = 82.3%
2018 Pasifica	8/15	53.4%	6/15	40%	14/15=93.4%
2019 Pasifica	9/14	64.3%	4/14	28.6%	13/14 = 92.9%

2020	Pasifica	11/18	61%	2/18	11%	13/18 =72%
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%
2019	Asian	97/211	46%	51/211	24%	148/211 =70%
2020	Asian	116/222	52.3%	62/222	27.9%	178/222= 80.2%
2015	NZE/P/OE	38/102	37.3%	51/102	50%	89/102= 87.3%
2016	NZE/P/OE	48/111	43.2%	45/111	40.5%	93/111= 83.7%
2017	NZE/P/OE	48/115	41.7%	51/115	44.3%	99/115 = 86%
2018	NZE/P/OE	87/155	56.1%	47/155	30.3%	134/155 = 86.5%
2019	NZE/P/OE	80/177	45%	63/177	36%	143/177 = 81%
2020	NZE/P/PE	85/174	49%	57/174	33%	142/174 = 82%

Writing

Our target for 2019 was 85+% of children achieving at or above our expected Standard. This was based on the known needs of children currently attending Marlborough Primary School. Our target for 2021 is to have 85+% of students working at or above their expected year level. This is specifically linked to Boys writing.

Writing		At	Proportion	Above	Proportion	Total
2015	All	187/266	70.3%	25/266	9.4%	212/266= 79.7%
2016	All	197/274	71.9%	28/274	10.2%	225/274 =82.1%
2017	All	217/284	76.4%	31/284	10.9%	248/284 = 87.3%
2018	All	229/308	74.4%	31/308	10.06%	260/310= 84.5%
2019	All	287/419	68.5%	53/419	12.6%	340/419 = 81.4%
2020	All	308/428	72%	33/428	7.7%	341/428 = 79.7%

2015	Māori	19/22	86.4%	1/22	4.5%	20/22= 90.9%
2016	Māori	18/24	75%	3/24	12.5%	21/24= 87.5%
2017	Māori	17/22	77.3%	3/22	13.6%	20/22 = 90.9%
2018	Māori	17/21	80.9%	3/21	14.2%	20/21=95.2%
2019	Māori	12/20	60%	1/20	5%	13/20 = 65%
2020	Māori	11/18	61%	1/18	5.6%	12/18 = 66.7%
2015	Pasifica	14/18	77.8%	1/18	5.6%	15/18 = 83.4%
2016	Pasifica	10/18	55.6%	3/18	16.7%	13/18=72.3%
2017	Pasifica	12/17	70.6%	2/17	11.8%	14/17 =82.4%
2018	Pasifica	7/11	63.6%	1/11	9.1%	8/11= 72.7%
2019	Pasifica	7/14	50%	1/14	7.1%	8/14 = 57.1%
2020	Pasifica	6/11	54.5%	2/11	18.1%	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%
2019	Asian	142/205	69%	28/205	13.5%	170/205 = 82%
2020	Asian	160/210	76.2%	17/210	8.1%	177/210= 84.3%
2015	NZE/O/OE	61/102	59.8%	11/102	10.8%	72/102 =70.6%
2016	NZE/O/OE	80/111	72.1%	12/111	10.8%	92/111= 82.9%
2017	NZE/O/OE	84/115	73%	14/115	12.2%	98/115 = 85.2%
2018	NZE/O/OE	131/179	73.2%	20/179	11.2%	151/179=84.4%
2019	NZE/O/OE	125/177	71%	21/177	12%	146/177 =82.5%
2020	NZE/O/OE	123/176	70%	13/176	7.4%	136/176 =77.3%

Mathematics

In 2020, the target was to continue to increase Basic Fact and Number Knowledge to sustain 90+% of students working 'At' or 'Above' their expected year level standard. In 2021, the target is for 85% of students working 'At' or 'Above' their expected year level standard.

Mathematics		At	Proportion	Above	Proportion	Total
2015	All	157/266	59%	73/266	27.4%	230/266 =86.4%
2016	All	169/274	61.7%	79/274	28.8%	248/274= 90.5%
2017	All	173/284	60.9%	78/284	27.5%	251/284 = 88.4%
2018	All	156/307	50.8%	127/307	41.4%	283/307 =92.1%
2019	All	242/418	58%	127/418	30.4%	369/418 = 88.3%
2020	All	188/439	42.8%	158/439	36%	346/439 = 78.8%
2015	Māori	15/22	68.2%	4/22	18.2%	19/22 = 86.4%
2016	Māori	14/24	58.3%	8/24	33.3%	22/24= 91.6%
2017	Māori	12/22	54.5%	7/22	31.8%	19/22 = 86.3%
2018	Māori	10/21	47.6%	10/21	47.6%	20/21 = 95.2%
2019	Māori	12/20	60%	2/20	10%	14/20 = 70%
2020	Māori	9/19	47.4%	4/19	21.1%	13/19 = 68.4%
2015	Pasifica	7/18	38.9%	5/18	27.8%	12/18 = 66.7%
2016	Pasifica	8/18	44.4%	6/18	33.3%	14/18=77.7%
2017	Pasifica	7/17	41.2%	6/17	35.3%	13/17 = 76.5%
2018	Pasifica	8/14	57.1%	4/14	28.6%	12/14 =85.7%
2019	Pasifica	6/14	43%	3/14	21%	9/14 = 64.3%
2020	Pasifica	7/15	46.7%	2/15	13.4%	9/15 = 60%
2015	Asian	67/112	59.8%	34/112	30.4%	101/112 = 90.2%
2016	Asian	74/110	67.3%	28/110	25.5%	102/110= 92.8%

	2017 Asian	76/118	64.4%	30/118	25.4%	106/118 = 89.8%
	2018 Asian	40/93	43%	48/93	51.6%	88/93 =94.6%
	2019 Asian	112/202	55.5%	68/202	33.7%	180/202 = 89.1%
	2020 Asian	91/206	44.2%	90/206	43.4%	181/206= 87.9%
	2015 NZE/P/OE	58/102	56.9%	29/102	28.4%	87/102 = 85.3%
	2016 NZE/P/OE	66/111	59.5%	35/111	31.5%	101/111= 91%
	2017 NZE/P/OE	70/115	60.9%	32/115	27.8%	102/115 = 88.7%
	2018 NZE/P/OE	98/180	54.45%	65/180	36.12%	163/180= 90.5%
	2019 NZE/P/OE	111/177	62.7%	54/177	30.5%	165/177 = 93.2%
	2020 NZE/P/OE	81/186	43.6%	63/186	33.9%	144/186 = 77.4%

Analysis of Variance Reporting 2021



Strategic Aim:	<p>To improve the learning outcomes for all students in Writing, particularly Māori, Pasifika and students with special needs.</p> <p>To increase the students' knowledge of writing and associated skills across the school.</p>
Annual Aim:	<p>To have at least 85+% 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 80% of our Māori students (20 students) and 75% 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% writing 'At' expected standard</p>
Target:	<p>As a school our goal was for 85+% of all students to be working 'At' or 'Above' the expected Standard for their age, based on information from 'check points' (Team or whole school moderation)</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. 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 2020 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 2020 and teachers then identified their needs and differentiated within the class programme.</p> <p>Professional learning groups occur in year group teams to discuss ways to support the target students and to share successes.</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. Teachers discussed with previous years teachers to gain an insight to the specific issues.</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 had additional support from the Learning Support Teacher whose focus was on getting the students to plan, write quickly and get their ideas on paper and then edit.</p>	<p>We did not meet our expectations as we achieved 82% of students working 'At' or 'Above' expected Standard for their age and time at school.</p> <p>Forty-seven students were identified in November 2020 as working at 'Below' the expected standard. Fifteen students were identified as working at 'Well Below' the expected standard</p> <p>Of the fifteen students working at 'Well Below' expected standard, two students are identified as having special needs and were receiving additional support from external agencies. Eleven were identified as having or had ESOL support,</p> <p>Of the forty-seven students, working at 'Below' the expected standard, 28 had or were receiving ESOL support in class. Eleven 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 3 /4 students and 5/6 students in Term 3 and Term 4. In term 1 she worked with targeted groups of Year 5 and Year 6 students.</p> <p>The COL goal of achieving 80% of boys writing 'At' or 'Above' expected</p>	<p>The students identified as working at 'Well Below' and 'Below' standard after 40 weeks of school had a focus on writing skills within their class programme-catch-up. It focussed on how to write quickly, getting ideas on paper and then edit then, becoming a risk taker. Write to communicate.</p> <p>The years 3 to 6 reluctant to write students had support from the learning support. The benefits of this approach to writing were continually shared through staff meetings.</p> <p>By the end of the 2020 we had 15 students working at 'Well Below' expected standard and of those 2 received CWSN support. The support teacher of Learning in Term 1 and Term 2 had year 5/6 students working in a group to increase their writing abilities- focus on getting ideas down and expanding their vocabulary.</p> <p>In Terms 3 and Term 4 the support teacher of Literacy had groups from Year 3 to Year 6 students focussing on writing skills, writing faster, planning stories before writing etc- developing graphic writing organiser plans. This support enabled these students to make gains by the end of the year.</p>	<p>Greater use of RTLb and RT LIT referrals for those students at risk of not achieving standard. Meetings with RTLb and RTLIT to discuss strategies to support students and teachers at school, and identify ways in which parents can support at home</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. Allocate PD to support teacher aides to use specific programmes</p> <p>To upskill teacher aide knowledge of writing strategies to support specific students</p> <p>For teachers to use the new 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.</p> <p>Celebration of Learning meetings and 3-way conferences have a greater focus on students verbalising their own learning and what their next steps are (reinforcing student agency) for students</p> <p>Year 1 teachers' analysis of 6-week data and 6-year net data to identify areas to focus on with Deliberate Acts</p>

	<p>standard was not achieved as we achieved 76%</p> <p>The COL goal of expecting 93% of Maori students writing 'At' of 'Above' standard was not achieved, we achieved 66.7%.</p> <p>The COL goal of expecting 89% of Pacifica students writing 'At' of 'Above' expectation was not achieved as we achieved 72.7%</p> <p>Of the 15 identified at start of year as working at 'Well Below' expectation – 2 were identified as CWSN and one has MOE in-class support, and one child has had RTLit support. One child moved from 'Well Below' to 'Below'. Two students moved from 'Below' to 'Well Below'.</p> <p>Of the forty- seven identified as working 'Below' expectation at the start of the year-Six have moved to working 'At/Above' expected standard. Thirteen remain working 'Below' expectation and 23 receive ESOL support.</p>	<p>Of the identified 47 students working below expectation at mid-year, by the end of the year 10 students remained a concern- and need further investigation as to why they are not making expected progress.</p>	<p>of Teaching (DAT's), to share at PLG team meetings.</p> <p>Greater use of fine motor skill development to enhance pencil grip and letter formation and to increase the number of ideas written down. Adaptation of the PMP programme to incorporate fine motor skill development (not able to proceed in 2020)</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>Greater flexibility and use of Chromebooks for writing in Yrs 3-6.</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 focus on letter formation and verbalising their learning.</p>
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		<p>All team PLG's to identify good practice of what they did and are doing to move students and to share with others - minutes will reflect dialogue and good practice.</p> <p>Learning support teacher will attend team meetings of students she works with to add to good practice discussions.</p> <p>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.</p>
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Planning for next year:

- To identify students from end of Term data, to identify their specific learning needs and plan programmes that will start to address the identified gaps
- Writing sample in week 2, Term 1 to identify gaps within writing and for teachers to then set up specific writing workshops
- Whole School analysis of writing data - to determine trends, missing student information
- To engage writing expert to improve teacher's knowledge and skills
- To use the Visible Learning professional development in conjunction with previous AfL professional development to strengthen teacher practice
- To use and reinforce teacher and student knowledge of student Agency -to be able to articulate their learning and the next steps
- To continue to use the professional development of Te Whare Rama to support reluctant writers
- To share good practice at staff meetings and to regularly celebrate student successes
- To monitor target student progress termly at team meetings and share with SENCo and Principal
- To have a focus on accelerated learning- to close-bridge the gap- what needs to happen – PLG and staff meetings
- To assess for baseline data for all new students to identify their needs earlier
- To use the writing progression sheets with the students so they can identify their own next steps and provide strategies and ways in which they can master their next steps
- To use the writing progression moderation sheets and review samples work of within team and across school for consistency to further extend the exemplars for writing at Marlborough Primary School
- To start the writing journals that will display work from Year 0 to Year 6. It will follow children through school- work to be annotated by teacher against exemplars to show progress.
- To ensure that staff knowledge and experiences allow them to teach successfully the expected indicators of success
- To continue with Professional development identified and supported through the COL focus

Analysis of Variance Reporting 2020



School Name:	Marlborough Primary	School Number:	1361
Strategic Aim:	<p>Demonstrate all learners are improving and are challenged by tracking cohort performance to ensure below standards reduces and above standard increases.</p> <p>Improve the learning outcomes for all students in Maths, particularly Māori, Pasifika and students with special learning needs. To increase the Basic Fact and Place Value knowledge of all students throughout the school.</p>		
Annual Aim:	<p>By the end of 2020, 90+% of all students will be working 'At' or 'Above' the expected Standard for their age or time at school.</p> <p>A specific COL focus is to have 90% Māori students and 85% Pasifika students working 'At' or 'Above' standard</p>		
Target:	<p>90+% of all students to be working 'At' or 'Above' Expected Standard in Mathematics by November 2020.</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. The Aim is to have 80% of the students working "At or Above" their expected standard. 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 monitored during Term 1 within the class programme and will work in Term 2 and Term 3 if available with a teacher aide to support their acquisition of Basic Facts – focus on automaticity and accuracy, thus building confidence with their ability to work with numbers and within authentic situations.</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 2020 with teachers and determine the specific learning that needed to occur for target students.</p> <p>The teachers ascertained that most students had the ability to achieve the expected standard, but it was their lack of knowledge of number Place Value and the ability to recall instantly the basic facts answers – that was hindering their progress. The majority were still working with materials.</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>Identified a high percentage of these students as needing ESOL support and this was hindering their ability to understand the mathematical language and problem solving required.</p>	<p>We did not meet the set target of 90% of students working 'At' or 'Above' the expected Standard. We achieved 82.4%.</p> <p>At the end of the year 52 students were working at 'Below or "Well Below' expected standard for their age</p> <p>19/52 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>8 students were identified as requiring additional support.</p> <p>28 students receive additional learning support for ESOL.</p> <p>Of the 3 students identified as working 'Well Below' expectation at mid-year, 2 have moved to 'Below' expectation, 1 left.</p> <p>At the end of the year, nine are at 'well below'- one remained from mid-year, two moved from 'Below to Well Below' 6 new students identified at 'Well Below'. Of the 37 identified students working at "Below' expected</p>	<p>We achieved 82.4% of students working 'At' or 'Above' the expected Standard for their age and time at school. The deficit in achievements can be attributed to lockdown restrictions, children's lack of 'parental support to access home learning programme, slow return for some to school, lack of adult explanations and challenges to try again, also lack of access to electronic equipment being shared with parents.</p> <p>Of the students working at 'Well Below or Below' expectation, eight were classified as CWSN.</p> <p>Students identified as CWSN were receiving support through RTLB programmes, support classes or MOE education service.</p> <p>Greater percentage of students who started mid-year - 8 new students who when assessed came in the Below and Well Below category of achievement.</p> <p>Increase in number of students classified as ESOL and this impacted on their ability to understand the spoken and written</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 within teams of student responses to 'JAM' testing.</p> <p>Teachers seeking clarity to ascertain OTJ decisions.</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.</p> <p>School wide use of Mathletics as an on-line home/school learning tool as well as other electronic</p>

	<p>standard at mid-year, 3 moved school, 13 have moved to working 'At or Above' expectation. Two moved from 'Below' to 'Well Below' and are identified as ESOL and /or CWSN. Nineteen remained at 'Below' expectation.</p> <p>In the PAT assessments for all students in Years 3-6,</p> <p>33 achieved Stanine 1,2,3 131 achieved Stanine 4,5,6, 56 achieved Stanine 7 and 8, and 12 achieved Stanine 9.</p> <p>85.8% of all year 3-6 working 'At or Above' Expectation (199/232)</p>	<p>word in English - and the language of mathematics.</p>	<p>programmes to support Mathematics, place value and to help children's confidence in numbers grow.</p> <p>2021 -All teachers within their year level teams will undertake a Spiral of Inquiry into Authentic problem Solving (this did not occur due to other factors)</p>
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Planning for next year:

PD for mentoring and coaching others in key learning areas

Sharing and collaborating at team and across school meetings

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

Basic Facts developmental part of expected homework challenge

Ongoing collection of data which is analysed- basic facts, GLoSS, IKAN and JAM to identify next steps to be shared with students and parents

To develop the language of mathematics and learning with the students, especially focus on greater understanding for ELL students

Children able to articulate their next learning steps

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

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

Analysis of Variance Reporting 2020



School Name:	Marlborough Primary School	School Number:	1361
Strategic Aim:	To provide an inclusive quality education that empowers students to strive for greater success Improve the learning outcomes for all students in Reading , particularly Māori, Pacifica and students with special learning needs		
Annual Aim:	To demonstrate that all learners are improving and are challenged in their learning by tracking their performance with their cohorts, to ensure that below Standard numbers reduce and the above Standard numbers increase. By the end of 2021 we aim to have 85+% of all students at Marlborough Primary School to be Reading 'At' or 'Above' the expected Standard for their age or time at school		
Target:	We aim to have 84+% of our Year 1 students reading 'At' or 'Above' the Expected Standard after 40 weeks of schooling. We aim to have 85% of our Year 5 students reading 'At' or 'Above' the Expected Standard.		
Baseline Data:	Using school-wide Reading data from November 2020 to inform teachers and to identify students who are working at 'Below', 'Well Below' and 'At' and "Above" the expected standard. At the end of 2020, we had a disparity of data showing that the then Year 1 and Year 4 cohorts were achieving in reading below the rest of the school cohort expectations. The Year 1 cohort had 62.9% achieving at or above expected standard and the Year 4 cohort had 75.8% reading at or above the expected standard for their age. Years 2,3,6 achieved at or above in the range 82%- 89% To move a greater proportion of students from 'At' to 'Above' the expected standard for their age.		

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 and conferenced with the previous teacher.</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 and specific direct acts of teaching and learning were identified. This information was then shared with parents by their children at the 3-way conference evening and children shared and identified their specific learning goals.</p> <p>Reading Recovery students' progress was monitored daily by the Reading Recovery teacher and this information was shared with the class teacher. The class</p>	<p>We did not reach our schoolwide goal of 90% achieving 'At' or 'Above' their expected Standard. We achieved 79.5% of Year 1- 6 students reading 'At or Above' expected standard.</p> <p>The majority of the 'Well Below' and 'Below' students are identified as being Asian and/or CWSN and/or having ESOL support.</p> <p>Of the 28 students identified as working at 'Well Below' expectation - 9 are identified as CWSN. 9 have remained in this area since the beginning of the year and 4 of them are receiving ESOL support.</p> <p>The 26 students identified as working 'Below' standard, five have moved in to the 'Below from 'well below'. Eleven are identified as having ESOL support. 10 students have moved from 'Below' to 'At' expected standard from the mid-year data</p> <p>All year 4-6 undertook PAT Reading Comprehension assessments. The results show</p>	<p>Overall, we achieved 79.5% of the students working 'At' or 'Above' the expected Standard for their age and time at school.</p> <p>The variance from 2019 can be attributed to the loss of time on school site, lack of on-line opportunities and that there was less interaction when discussing the book leading to poorer comprehension results.</p> <p>Also we 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-eight receive ESOL support in class.</p> <p>Additionally, twenty-three did not start their schooling at Marlborough Primary School as a 5-year-old.</p> <p>An increase of students starting at Marlborough Primary School with poor academic skills-less than expectation. They are already known to the MOE and with allocated resourcing.</p>	<p>Individual students being identified and tracked and monitored from day 1 of Term 1, ensures that they start as a teacher / class focus and within year level team.</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>3-way conferencing and goal setting help children have ownership of their learning.</p> <p>Data must be unpicked and analysed to identify next steps and shared with the students- to establish specific focus. Deliberate teaching of phonological awareness knowledge (the auditory and aural use of and manipulation of language) schoolwide on a daily basis. Also a focus on Year one classes to increase phonemic awareness (letter sounds, blends, spelling)</p> <p>With an emphasis on Oral language in all classes helps support the students in articulating</p>

<p>teacher then monitored these students within the classroom.</p> <p>Student's once graduated from the Reading Recovery Programme are monitored termly by the Reading Recovery teacher.</p> <p>Students who did not graduate from the Reading Recovery Programme were referred on to external agencies to receive additional support. The external agencies then monitored the students within these support programmes.</p>	<p>5 students achieved stanine 9 42 students achieved stanine 7/8 97 students achieved stanine 4/5/6 25 students achieved stanine 1,2,3 Therefore 85.2% of our students achieved 'At or Above' expectations</p> <p>PAT Reading Vocabulary results for Year 4-6 are 7 students achieved stanine 9 25 students achieved stanine 7/8 108 students achieved stanine 4/5/6 28 students achieved stanine 1,2,3</p> <p>Therefore 85% of our students achieved 'At or Above' expectations</p> <p>PAT Listening Comprehension results for years 3-6 are 9 students achieved stanine 9 37 students achieved stanine 7/8 142 students achieved stanine 4/5/6 40 students achieved stanine 1,2,3</p> <p>Therefore 82.2% of our students achieved 'At or Above' expectations</p> <p>The teachers continue to share ideas, resources to make learning more visible within the class</p>	<p>School roll increased by over 100 students - with many requiring ESOL support. We currently have 157 approved to receive ESOL support- this number based on August 1st return.</p>	<p>their current learning. As well as identifying and confirming their next steps and for the student to share with 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 assessment aids.</p> <p>Continued tracking and unpicking of new entrant data and 6 year net data, especially the Concepts about Print test ensures that teachers are teaching to fill the identified gaps</p> <p>Teachers to explore more ways in which the 'At' students can be moved into the 'Above' expected standard. A greater emphasis on reading comprehension - implied meaning, activating prior knowledge</p> <p>With the knowledge of the Visible learning programme – teachers are more proficient at giving appropriate feedback to students that enhance and challenge their learning</p>
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Termly staff meetings are held to share data with all teachers, to discuss progress. Team/Year level meetings are also held regularly to discuss individual's progress and for sharing of good practice		
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Planning for next year:

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

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

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

Tracking identified target students for 2020 analysing end of year data with beginning of year data to see whether we have 'added value' to their learning. Early term 1 re evaluate and retest students to see what skills have been retained or lost over holiday period (reflection on lockdown losses accumulating effect)

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

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

Use of PLG's at team level to support and provide collegial support for teachers - having across- team meetings to share successes. Weekly and termly planning should reflect how we are planning to move students from 'At' to 'Above' expected standard level for their age and time at school.

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

Revisiting 'How to take a Probe test or running record' to ensure consistency. Analysis of Running Records to clearly identify gaps, areas for new learning. Identifying any trends that might be apparent from early year levels, with support from Reading Recovery teacher.

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 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 and ICAS testing.

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