Martinborough School

Charter

2016-2018

Our Team – Living Our Vision of A.C.E LEARNING

Mission Statement	Vision Statement	Values
"Leading L.E.A.R.N.I.N.G into the Future"	"Future Focused L.E.A.R.N.I.N.G in a connected community."	Leadership | Excellence | Achievement Respect | Nurture | Integrity | Nature | Growth
The mission statement succinctly describes what we do at Martinborough School	The vision describes what we want for the students at our school. It states what we want our students to be, to know and to be able to do by the time they leave our school.	Our values are encouraged, modelled and celebrated as an integral part of life at our school.

INDICATORS THAT 'OUR TEAM' IS LIVING OUR VISION

		Our Learning	Our Teaching	Our People	Our Environment	Our Community
A	**ACHIEVING**	Show evidence of growth – academically, socially, culturally and physically	All teachers are connected, seeking independent growth and knowledge in a Future Focused way.	All staff are working towards identified goals actively. We, as staff of MBS, are invitational and accessible.	Pride in our school environment is evident We have well-maintained, tidy, orderly, equipment, grounds and classrooms.	Parents are involved with the learning and achievement of their children
C	**CHALLENGED**	All students can state set goals, know next steps, evaluate progress in effort and outcome	Evidence of the implementation of effective teaching and learning - Coaching	All staff can state 'stretch' goals, next steps and evaluate progress in effort and outcome.	Our school has visual evidence of what we do and who we are –APLID Skills, LEARNING, Future Focuses, are visual	Parents and community share and display our Vision and Values
E	**ENGAGED**	Learning Maps – showing the links and connections for learners	Teachers can identify students' needs through a digital platform. Teachers can justify strategies used and monitoring methods	'Teacher Workplace Survey' (NZCER)	First impression focus - new targeted signage, logo etc. We are immersed in what we believe.	Demonstrate engagement through support of Future Focuses vision and positive involvement.

MARTINBOROUGH SCHOOL

Martinborough School MoE Number 2906

School Description

Martinborough School is a U4 Decile 8 coeducational state primary school for students in years 1 to 8. While situated in the township, it also serves the surrounding farming and grape-growing areas. The grounds are extensive with mature shade trees and, together with the buildings, provide a well maintained and pleasant learning environment. There are 5 blocks with a total of 13 classrooms. In addition there are 3 other smaller spaces used for group teaching. There are offices/administration block, the library and a hall. At the start of 2018 we are staffed on 263 students made up of 49% males and 51% females with a roll of approximately 30% Maori.

Community Partnership

We believe that whanāu involvement is a critical component of the learning process. We have identified ways in our community can live our values programme of L.E.A.R.N.I.N.G…

What it looks like for…	Staff	Students	Community
Leadership	Providing positive leadership role models	Taking opportunities to develop as leaders	Encouraging and supporting children to develop leadership confidence
Excellence	Motivating and unlocking potential	Always doing the best I can	Encouraging and supporting effective work habits
Achievement	Setting goals and enabling children to succeed	Experience success through effort	Recognising and supporting children to reach goals
Respect	Modelling and encouraging	Consideration for self, others and environment	Providing good examples
Nurturing	Feeling valued and valuing others	Caring for and supporting each other	Providing a positive environment
Integrity	Demonstrating courageous decision making	Choosing to do what you know is right	Keeping promises
Nature	Taking pride in our school and community	Taking pride in our school and community	Taking pride in our school and community
Growth	Fostering a love of learning	Being curious and courageous learners	Encouraging and celebrating children's efforts

Consultation is both formal and informal and is regularly sought. We welcome feedback from parents as part of our review process and we're always looking for ways to gain feedback as an opportunity to improve what it is we do. The school community was involved in the development of our charter documents. Parents get involved by helping out in the classroom, being an adult reading tutor, and providing support on EOTC experiences. We have an open door policy and welcome any offer of involvement from our whanāu.

MARTINBOROUGH SCHOOL

Recognising Cultural Diversity

Within the Education Act our charter is required to meet these aims:

1. Developing for the school's, policies and practices that reflect New Zealand's cultural diversity and the unique position of Maori culture
2. Ensuring all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori

Our school's policies and practices will provide opportunities for students to learn to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Maori. The school currently takes the following steps:

- Having high expectations for all students, including Maori and Pasifika
- Providing instruction in Tikanga and Te Reo Māori for all students
- Developing partnerships through consultation with our Maori community.

- Providing Kapa Haka instruction for students
- BOT Maori and Community representative
- Analysing Maori and Pasifika student achievement data and developing plans to address areas of needs.

Strategic Plan 2016-2018

Aim	2016	2017	2018
Our Learning **Achieving**: Show evidence of growth – academically, socially, culturally and physically **Challenged**: All students can state set goals, know next steps, evaluate progress in effort and outcome **Engaged**: Connected to the world through Future Focussed lens – relevant learning in a real context	• All students achieving below their expected national standard make accelerated and targeted progress – one NS level. • National standard reporting to be communicated and explained to parents at goal setting times. • Standardise our reporting to the individual's milestones of 10w, 20w, 40w, 60w, 80w, 100w and 120w • Priority learners identified, tracked and adjustments made to teaching and learning experiences. • BOT receive quality, moderated information about student achievement in relation to National Standards. • Students are engaged in their learning and can explain their learning goals APLID Skills Framework will be reinforced	• All students achieving below their expected national standard make accelerated and targeted progress. • National standard reporting to parents is reviewed and adjustments made to quality of reporting – now on a termly basis • Implementation of a Raising Achievement Plan to support learning and teaching • BOT receive quality, moderated information about student achievement in relation to National Standards. • Students are engaged in their learning, goals identified and able to be explained • Priority learners identified, tracked and adjustments made to teaching and learning experiences. • APLID Skills embedded into all learning	• All students achieving below their expected achievement standard make accelerated and targeted progress. • Reporting to parents is reviewed and adjustments made to quality of reporting • Raising Achievement Plan is fully developed and fully implemented • BOT receive quality information about student achievement in relation to academic standards • BOT and parent community are introduced to Success being identified as competency in skills other than reading, writing and maths ability • Students are engaged in their learning, goals identified and able to be explained • Priority learners identified, tracked and adjustments made to teaching and learning experiences. • Students contribute back to community

Martinborough School MoE Number 2906

MARTINBOROUGH SCHOOL

Aim	2016	2017	2018
Our Teaching **Achieving:** All teachers are connected, seeking independent growth and knowledge in a Future Focused way. **Challenged**: Evidence of the implementation of effective teaching and learning – Coaching **Engaged**: Teachers can identify students' needs through a digital platform. Teachers can justify teaching strategies and monitoring methods used to collect data	• Consolidate APLID Skills framework • Evident engagement through effective use of digital tools. • Digital learning – 1:1 devices in yr 4 and above • MBS curriculum document integrated and implemented within our syndicates • 2017 and 2018 concepts developed. • School wide improvement in teaching of, and learning through, coaching is continued, reviewed and further developed • Moderation of learning evidence is consistent across the school Digital tools and knowledge developed to share learning and student achievement with whanau.	• APLID Skills reviewed and revised to better meet student needs • MBS curriculum revised and on-going changes made • Digital tools and knowledge reviewed and developed to share learning and student achievement with whanau. • Team teaching model implemented throughout the school • Application made for external support to assist teachers' effectiveness Coaching and support systems reviewed and refined	• APLID Skills curriculum an integral part of learning and teaching • Martinborough School curriculum meeting needs of all learners • Digital evidence is the main driver of communication, teaching and learning • 2019 concepts are developed • Students developing ownership of learning pathway. Agency identified and implemented • Coaching and support systems reviewed and refined – as main focus of teacher development Team teaching model continues to develop
Our People **Achieving:** All staff are working towards identified goals actively. We, as staff of MBS, are invitational and accessible. **Challenged**: All staff can state 'stretch' goals, next steps and evaluate progress in effort and outcome. **Engaged**: 'Teacher Workplace Survey' (NZCER)	• A healthy L.E.A.R.N.I.N.G culture is evident throughout the school • Professional development on coaching and mentoring to improve teacher practice is continued– staff engagement monitored and promoted • Performance management system driven through coaching conversations. Clear and sequential goals developed and monitored. • The Senior Mgt team continue professional development on effective leadership • Staff are engaged in their working environment. Middle Management/unit holders leadership capacity is further developed.	• A healthy L.E.A.R.N.I.N.G culture is evident throughout the school • Coaching and Mentoring is common practice • Effective Performance Management system in place • Staff engagement monitored • The Senior and Middle Mgt staff continue professional development on effective leadership • Unit holders leadership capacity is developed	• A healthy L.E.A.R.N.I.N.G culture is evident throughout the school • Coaching and Mentoring is common practice • Performance management system is common practice • The Senior and Middle Mgt staff demonstrate effective leadership techniques • Staff engagement monitored • Unit holders leadership capacity continues to develop, growing other leaders

MARTINBOROUGH SCHOOL

Aim	2016	2017	2018
Our Environment	• New 10YPP introduced and strategically implemented • Pride in appearance is improved through updating signage, direction boards, gardens, grounds and increased uniform expectations • Hazard identification is managed • Resources are well maintained to enhance modern teaching and learning philosophy • All stakeholders are aware of our vision, APLID Skills and teaching philosophy • Hazard identification is managed	• Continue to review 5YP and make progress towards achieving it • EOTC experiences relevant to L.E.A.R.N.I.N.G and may be in group/inquiry settings • Leadership programme is strived for amongst all students • Signage completed	• Continue to review 5YP and make progress towards achieving it • Behaviour plan self-sustaining where students monitor own behaviour more • EOTC experiences relevant to L.E.A.R.N.I.N.G based on student needs • Leadership programme is strived for amongst all students and there are a range of available programmes for differing levels Hazard identification is managed by both students and adults. Students devise ways to manage challenging play.
Achieving: Pride in our school environment is evident We have well maintained, tidy, orderly, equipment, grounds and classrooms.			
Challenged: Our school has visual evidence of what we do and who we are			
Engaged: First impression focus – new targeted signage, logo etc. We are immersed in what we believe.			
Our Community	• Opportunities for parents and community to be involved in school life are encouraged • Continue to engage with feedback from a range of sources. • Culturally Responsive Education Plan developed and implemented • Consistent and meaningful information communicated with parents, resulting in effective actions by parents. • Parents and whanau role in child's education identified and shared – knowledge is created and disseminated • Parents and whanau view us as invitational and accessible • Parents and whanau involved in the teaching and learning of their child(ren)	• Parents and whanau are actively involved in the school, facilitating groups of students • Parents and whanau's awareness and capacity to support their child's learning is enhanced • Culturally Responsive Education Plan revised and continued Opportunities created and reviewed for whanau to become more involved in the school and their child's learning	• Parents and whanau are actively involved and understand the role they play in the development of their children. • Parents and whanau's awareness and capacity to support their child's learning is enhanced and developed • Culturally Responsive Education Plan revised and continued • Transitions between ECE and school, and school and Secondary are strengthened
Achieving: Parents are involved with the learning and achievement of their children			
Challenged: Parents and community share and display our Vision and Values			
Engaged: Demonstrate engagement through support of Future Focuses vision and positive involvement.			

MARTINBOROUGH SCHOOL

Martinborough School MoE Number 2906

Martinborough School – Action Plan 2018

Our Learning To raise achievement levels for all students through engagement, motivation and effective learning pedagogy.				
	Actions Required	**Personnel**	**Resources**	**Timeframe**
All students achieving below the expected standard make accelerated and targeted progress	- Identification of target group (priority learners) is made - Special Needs register used to identify, track and monitor Priority learner progress - Regular discussions in team and staff meetings about student progress and 'how' teachers are meeting the needs of these students - Support given through teacher development (PD) and appropriate resources - Communication with family and whanau to support learning is initiated	- Class Teacher, Team Leader, Teacher Aides, Family / whanau	- Teacher aides, additional teaching resources	- By week 4 Term 1
BOT receive quality, moderated information about student achievement in relation to academic achievement	- Data gathered and shared in May and November - Moderation of assessment samples across the school	- DP- Assessment - Staff moderate samples		- On going – Main reports Terms 2 & 4
Students are engaged in their learning and can explain their learning goals	- Students aware of LI and Next step language - Involved in setting own goals	- Teaching Staff		- On going
Reporting to be reviewed.	- Consultation with stakeholders to ascertain the purpose and style of reporting that is required to serve the greatest benefit to our students. - Parents and whanau involved in goal setting interviews – use of Learning Maps to be developed in these interviews - Parents and whanau are made aware of the role they play in their child's education.	- SLT - Staff – including Teacher Aides		- Ongoing
Digital pedagogy developed to enhance teaching and learning opportunities	- Development of 1:1 environment for Years 3-8 students - Digital Learning APLID skills framework used as driver for learning contexts for students - 'Hub' concept of Team Teaching developed in Years 3-8 - Junior school to develop digital expectations and steps	- Staff		- Ongoing

MARTINBOROUGH SCHOOL

	to achieve that - Staff and students become familiar with digital terminology and implementation - Effect of 'change' constantly monitored			

Our Teaching
To develop a MBA School curriculum that reflects the NZ Curriculum and meets the needs of the students within the school

	Actions Required	Personnel	Resources	Timeframe
Consolidate APLID Skills framework	- Staff PD to identify common understanding of terminology - Regular feedback in Team and Staff meetings about use of skills in the class - Teachers reflect, review and adapt APLID skills in their practice - Moderation of skills	- All staff - SLT	- 21Century framework - Staff meeting	- Ongoing and regular
Evident engagement through effective use of digital tools.	- Teachers to explore and expand knowledge of Office 365 - Parent/Student and Teacher voice sought on engagement - Digital evidence of progress analysed	- Staff	- Parent Information sessions	
School wide improvement in teaching of and learning through coaching	- PLD is provided by the MOE to support the development of teaching and learning through Maths - "How" teaching and learning occurs is monitored through coaching model. - Coaches developed and up-skilled - Staff know the vision - Regular moderation and discussion about vision in teams, staff PD meetings and coaching sessions - Invite parents/whanau to access student work online	- SLT/Coaches - All staff	- Mark Sweeney - PLD facilitator	- Ongoing

Our People
To promote and support quality teaching and leadership

	Actions Required	Personnel	Resources	Timeframe
A healthy L.E.A.R.N.I.N.G culture is evident throughout the school	- Focus and collective understanding of LEARNING values - Generate school wide focus and importance of these values - Continual importance is placed on LEARNING throughout the school	- SLT, All staff		- Ongoing
Professional development on coaching and mentoring to improve teacher practice is implemented – staff engagement	- Outside facilitator is employed to upskill SLT as coaches - Facilitator works with staff to generate purpose and personal focus areas	- Mark Sweeney - Staff		- Year long
Performance management system enables effective teaching and learning	- Reflective Professional criteria is used in day to day discussions - Develop effective pedagogy criteria - Generate coaching format	- SLT, all staff		- Ongoing
Staff develop new digital skills and understanding of 'how' learning can occur in a digital environment	- Digital pedagogy forms the basis of our teaching philosophy - Staff are supported through the change process - Stretch goals identified and tracked by staff	- All staff		- Ongoing
The Senior Mgt team and Middle management group continue professional development on effective leadership	- Outside facilitator is employed to upskill 'leaders' as coaches - Facilitator works with SLT to generate purpose and focus areas - 'Other Areas' become focus for development	- Mark Sweeney - SLT		- Ongoing
Staff are engaged in their working environment.	- Perform "Workplace Survey" - Appraisal System supports and monitors the healthy working environment	- All Staff	- NZCER	- Term 1

MARTINBOROUGH SCHOOL

Our Environment
To provide an environment that is safe, welcoming and well-resourced for optimum learning

	Actions Required	Personnel	Resources	Timeframe
Review 5YP	- Evaluate priorities in 5YP - Evaluate resource needs - Allocate funding as appropriate	- BOT - SLT - MOE	- 5YP	- Term 1,2015
Pride in appearance is improved through updating signage, direction boards, gardens and increased uniform expectations	- Evidence in classrooms of Vision, APLID Skills and Inquiry based learning - Generate student pride in the school through actions – uniform, events - Allocation of responsibility to get the job done - Hazards identified and managed	- BOT - SLT - Caretaker - All staff		- End of Term 1
Resources are well maintained to enhance modern teaching and learning philosophy	- Systems for monitoring IT resources refined - Management system to track resources introduced - Unit holders take responsibility for upkeep of area specific resources and generate future direction	- SLT - Unit Holders - All Staff		- Ongoing
All stakeholders are aware of our vision, APLID Skills and teaching philosophy	- Have visual displays around the school of vision etc - Promote our way of learning at parent meetings, notices, newsletters	- All staff		- Ongoing

Our Community
To maximise outcomes for students through effective partnerships within and beyond our school

	Actions Required	Personnel	Resources	Timeframe
Opportunities for parents, whanau and community to be involved in school life are encouraged	- Home school interaction continues to be developed - Matariki celebration to be a focus for whanau inclusion - Enhance link to Breakfast Club, Homework Club and Friday Club - Use our community resources/experts where possible - Share student work with home and further through	SLT, all staff, parents		- Ongoing

MARTINBOROUGH SCHOOL

Martinborough School MoE Number 2906

	effective use of Office 365 - Continue to build on Cluster school relationships. - Student Leaders are responsible for running assemblies and will involve classes to have a turn at hosting Assemblies - Information session to support parents to support their children			
Continue to engage with feedback from a range of sources.	- Class Newsletters as often as needed - Enhance method and frequency of communication with parents and community - Parent/whanau information Evenings – subject focussed	- All Staff - Parent Community		- Ongoing and regular feedback is sought
Consistent and meaningful information communicated with parents, resulting in effective actions by parents	- Parents are informed as learning occurs - Understanding that achievement is more than just academic outcomes – life skills become a focus to enable academic outcomes to be achieved - Parents informed as events occur - Effective relationships formed with parent community, through consistent communication - Various ways of involving parents in student's learning are investigated and implemented – including digital interaction - Goal setting interviews	- All Staff - Parent community		- Ongoing
Parents role in child's education identified and shared	- Parents/ whanau informed as to how they can assist in their child's development - Parents have an understanding of the Vision - Assessment data discussed and made sense of. - Parent/ whanau voice sought	- Staff / Parents		
Parents view us as invitational and accessible	- Opportunities for parents to be visible in the school are created and promoted - Staff develop relationships with parents through regular contact and following up communication avenues - Opportunities for parents to interact with staff, both formally and informally are created and followed up on	- Parent community - Staff - BOT		- Ongoing
Transitions between ECE and school, and school and Secondary are	- Parents, students and staff from ECEs, school and secondary institutes are involved in the transition process	- Parent community - Staff from schools and facilities - Students		- Ongoing

MARTINBOROUGH
SCHOOL

strengthened	to support students			
	- Closer relationships developed between Martinborough School & the secondary schools we transition to. The focus context being literacy & the modern way we (primary school) works, & the way learning happens here.			
	- Learning styles (how students learn effectively) to be transitioned between primary and secondary – not just achievement data measured in levels.			
	- Transition support networks between ECE and school – students and whanau are supported with continuity of support between facilities			
	- Parents are invited into school for formal and informal sessions			
	- Students have opportunities to share their learning with parents and community			
	- Teachers and students develop meaningful interactions with other members of the community			
	- Increase careers education opportunities			
	- Reciprocal visits with ECE for students and teachers			
	- ECE parents have opportunities to engage with school - Principal to work with NE teacher and SENCO to improve transition for parents and students form ECE			

MARTINBOROUGH
SCHOOL

ANNUAL PLAN – 2018

Strategic Aim	2017 Baseline Data		
	Reading – % reaching standard		
		2015 End	2016 End	2017 End
Students will be reading at expected levels to enable them to access the curriculum successfully	All	77	78	88
	Boys	72	72	85
	Girls	83	85	92
	Maori	67	72	78

Annual Aim	2018 Target
• That 85% of students will be meeting the standard • That students not at the appropriate level make accelerated progress during 2018.	• Particular focus on the 78% Maori students who are succeeding in reading- and what is working for them, and engaging the 15 students and their families/whanau who aren't at the appropriate standard. • Understanding what has been the influence on the success of boys reading in general, and building on that success.

MARTINBOROUGH SCHOOL

Actions to achieve target	Led by	Resourcing	Timeframe
• Review current planning systems and adapt to meet student's needs within syndicates. • Priority learners identified and teaching and learning strategies set in place • Utilise Reading assessment to identify needs/strengths in comprehension and vocabulary • Implement CSI Reading Programme to target more reluctant readers – boys in particular • Undertake formative assessment in planning to inform next teaching steps • Record junior students' progress in reading levels on newly implemented graphs • Initiate communication with ECE centres to establish shared expectations and needs of students • Planning for reading to include; - WALT to match group need - Specific focus (eg comp strategy) - Reflection on group/individual achievement of focus/WALT - Syndicate evaluation of reading groups - Targeted texts for those children that need extra support	Whole staff SENCO DP SET Teacher	Syndicate Meeting time allocation staff NZCER website input data Engage a variety of techniques to focus on Boys' Reading Planning structure Graphs Staff	End of each term when re-assessing reading groups Ongoing Term 1 Throughout the year
		Planning format Resource on reading strategies The Learner as a Reader	Throughout the year
• Review literacy progressions • Review and continue to develop knowledge of and links to writing progressions • Review reading strategies resource in Planning – add to it, offer PD to anyone unsure on aspects of it	Whole staff involved in this development	Syndicate meetings (as some teachers have changed levels) Syndicate meetings Planning Books Assessment/Assembly SMS	Throughout year As needed

MARTINBOROUGH SCHOOL

• Support our teachers in the OTJ process utilising our reading assessment • Reading Programme for Mileage – (Reading Tutors) • Targeted SENCO coordinated reading assistance with Teacher Aides • Observations within classes • Resourcing of books to meet growing junior school sizes • Information to parents on reading at home • Reporting to parents on reading achievement • Professional readings on moderation/nat standards/reading and writing • Apply to outside agencies (R.T. Lit) for support where appropriate for targeted students		Reading resources, Space to work in Timetable of readers Teacher Aides Class Release Purchase reading books at levels where resourcing is limited Newsletter, Parent Goal Setting Term 2 and 4 written reports Term 1 and 3 Goal Setting Meetings and progress updates Professional Readings Application/Agency information Staff PD	

MARTINBOROUGH
SCHOOL

Martinborough School Annual Plan for 2018 | Writing

Strategic Aim

Students will be writing at expected levels to enable them to access the curriculum successfully

2017 Baseline Data

Writing % reaching standard			
	2015 End	2016 End	2017 End
All	**62**	**75**	**80**
Boys	53	67	72
Girls	73	85	89
Maori	53	66	69

Annual Aim

- That 85% of students will be meeting the appropriate curriculum level
- That students in the below or well below category make accelerated progress during 2018.

2018 Target

- Yr 5-8 are a continuing area of focus in writing – specifically with our Maori Males, and boys in general.
- 69% of Maori students are functioning at the appropriate standard – greater emphasis placed on skills of learning.

Actions to achieve target	Led by	Resourcing	Timeframe
• Set effective teaching of writing as a target for 2018 for personal professional development • Skills Based Curriculum driver for student Agency – define what it means for students to own their own learning • Priority learners identified and teaching and learning strategies set in place • Syndicate leaders to offer resources and	Snr Mgt SENCO Syn Leader Whole staff Syn Leader	PD Budget Appropriate resources/experts Staff School wide resources Planning books Assessment Schedule Joy Allcock resources and DVD Syn Meetings Planning	Ongoing

MARTINBOROUGH SCHOOL

Martinborough School MoE Number 2906

ideas on writing programmes within syn • Undertake formative assessment in planning books to inform next teaching steps • Assessment of writing – syndicates develop own model of what works best for their students, based on PILOT • Spelling programmes reviewed and re-developed in line with the Joy Allcock Spelling Programme/letterlinks depending on student levels • Yolander Soryl phonics programme for early years intervention • Writing groups are evident in classrooms, with students able to articulate their WALT • Planning in each teacher's planning book to contain SLO, student's needs, literacy learning progressions, formative assessments, outline of approach being used, use of ICT, use of reference material, assessment focus. • Provide PD using Professional Readings as required or relevant • Syndicates discuss moderation of writing to ensure that there is a consistent approach to levelling of achievement • Develop and implement a system of writing exemplars e.g. PILOT programme • Network and Change involvement by the school. Focus on Maori and Pasifika achievement • PLD contract with MOE support in writing Able students identified and Extension programmes catered for		Coaching conversations Literacy learning progressions Planning Planning templates Professional Readings Children writing samples Exemplars Children writing samples Exemplars Folder developed	

MARTINBOROUGH SCHOOL

Martinborough School Annual Plan for 2018 | Maths

Strategic Aim	2017 Baseline Data

Strategic Aim

Students will be able to effectively use number knowledge and strategies to solve mathematical problems successfully

2017 Baseline Data

Maths % reaching Expected Standard			
	2015 End	2016 End	2017 End
All	**64**	**67**	**71**
Boys	63	69	67
Girls	64	63	78
Maori	51	52	63

Annual Aim	2018 Target

Annual Aim

- That 85% of students will be meeting the appropriate curriculum level
- That students in the below or well below category make accelerated progress (more than one year progress) during 2018.

2018 Target

- Boys and Maori remain a focus – girls have made a significant increase
- Use Maths as a vehicle to modify Teaching and Learning approach to include Soft Skill development

Whole school PLD is happening in this area – an in-depth review of the whole process, specific focus on planning, organisation, assessment for learning, teacher practice is occurring with fantastic results

Actions to achieve target	Led by	Resourcing	Timeframe
- PLD contributes to a positive change in teaching and learning behaviours - Priority learners identified and teaching and learning strategies set in place - Utilise assessment data to identify needs/strengths in mathematics - School-wide Special Needs Register is	SENCO Syn Leader SLT Whanau All teachers	PLD Facilitator Staff Data collection system OTJ criteria Planning templates Stocktake template Maths budget to purchase equipment	Ongoing Throughout year

MARTINBOROUGH SCHOOL

reported on regularly • Moderation of expectations and Maths capability are discussed regularly within syndicates • Parents and whanau involved in learning outcomes – how to support at home • Information Evenings conducted and facilitated by students (with help of course) • Syndicate planning to meet needs of students – align planning to share ideas and develop SLO's • Resources reviewed to ensure adequate resourcing in classrooms for numeracy and strand subjects • Teachers familiar with range of maths resources available – particularly relevant for those teachers that have changed levels • Classes have a range of independent activities		Figure it Outs Numeracy Books NZ Maths BLM Templates Online maths resources Basic Facts Stage Test Games and Activities Syndicate meetings	

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